



the
**Education
Commission**

The Learning Generation

Creating a Revolution
for Learning

Dr. Liesbet Steer
June 2019

Sustainable Development Goals

“We know that unless we act now, we will, with only 11 years to go to the SDG deadline, not come near to meeting the SDG for education.”

– Gordon Brown

The Education Commission

The Education Commission is chaired by the United Nations Special Envoy for Global Education Gordon Brown and supported by 26 high-level Commissioners.

The members of the Commission include current and former heads of state and government, government ministers, five Nobel laureates, and leaders in the fields of education, business, economics, development, health, and security.



What we do

The **Education Commission** is a global initiative encouraging greater progress on Sustainable Development Goal 4 – ensuring inclusive and quality education and promoting lifelong learning for all.

The Commission is helping to create a pathway for reform and increased investment in education by **mobilizing strong evidence and analysis** and **engaging with world leaders, policymakers, and researchers**.

The **Learning Generation report (2016)** has been recognized by world leaders. Its messages were disseminated to millions including heads of state, policy makers and organizations in the public and private sector. Its recommendations influenced policy discussions and strategies of institutions across Africa, Asia, Latin–America, and the Middle East.



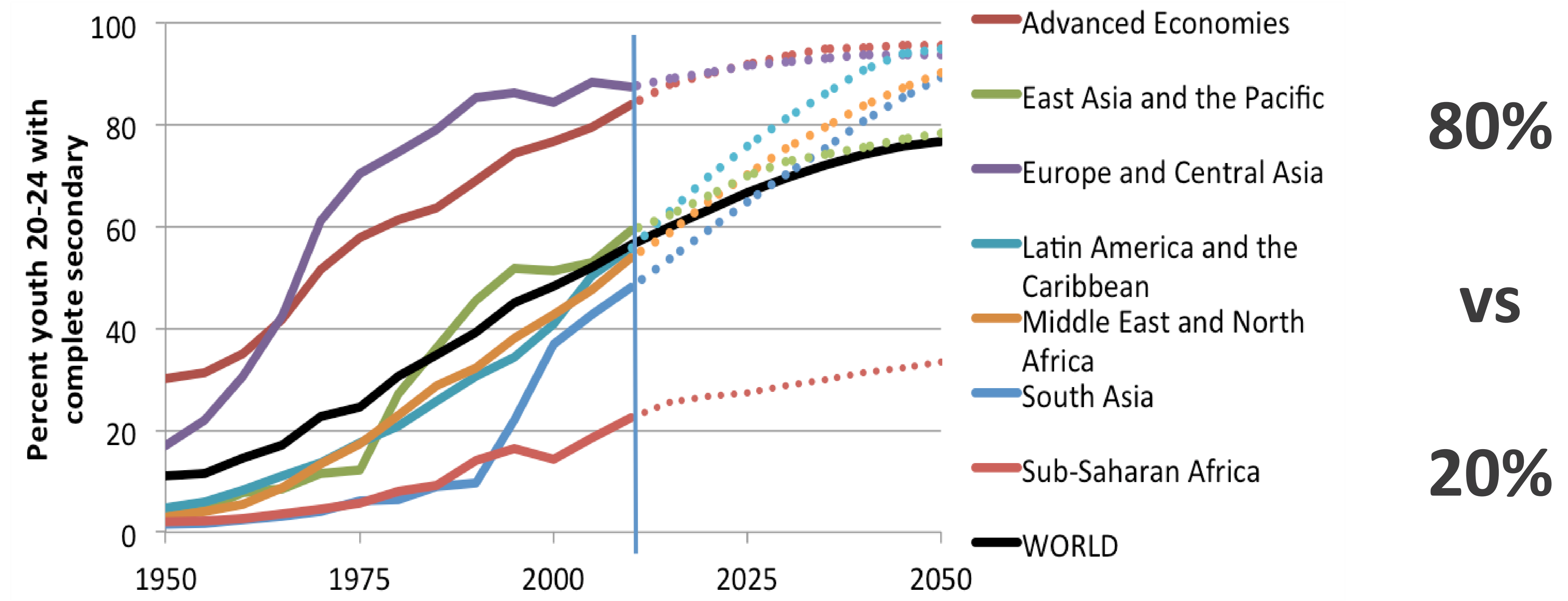
Part 1

The Learning Generation Report

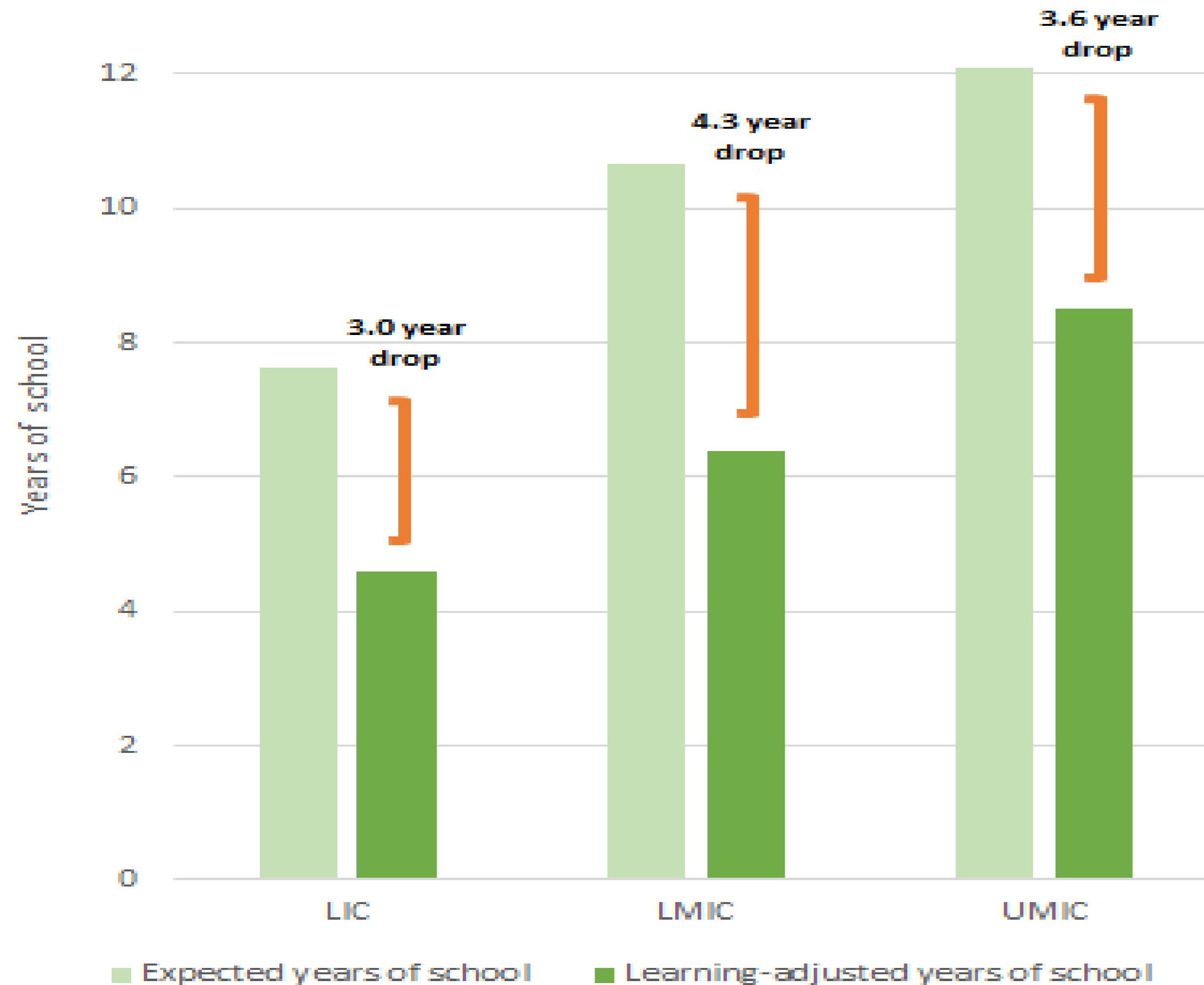


Progress in access but not everywhere

Secondary Completion Rates of Youth, Trends to 1950-2050



Learning levels are critically low



7.6



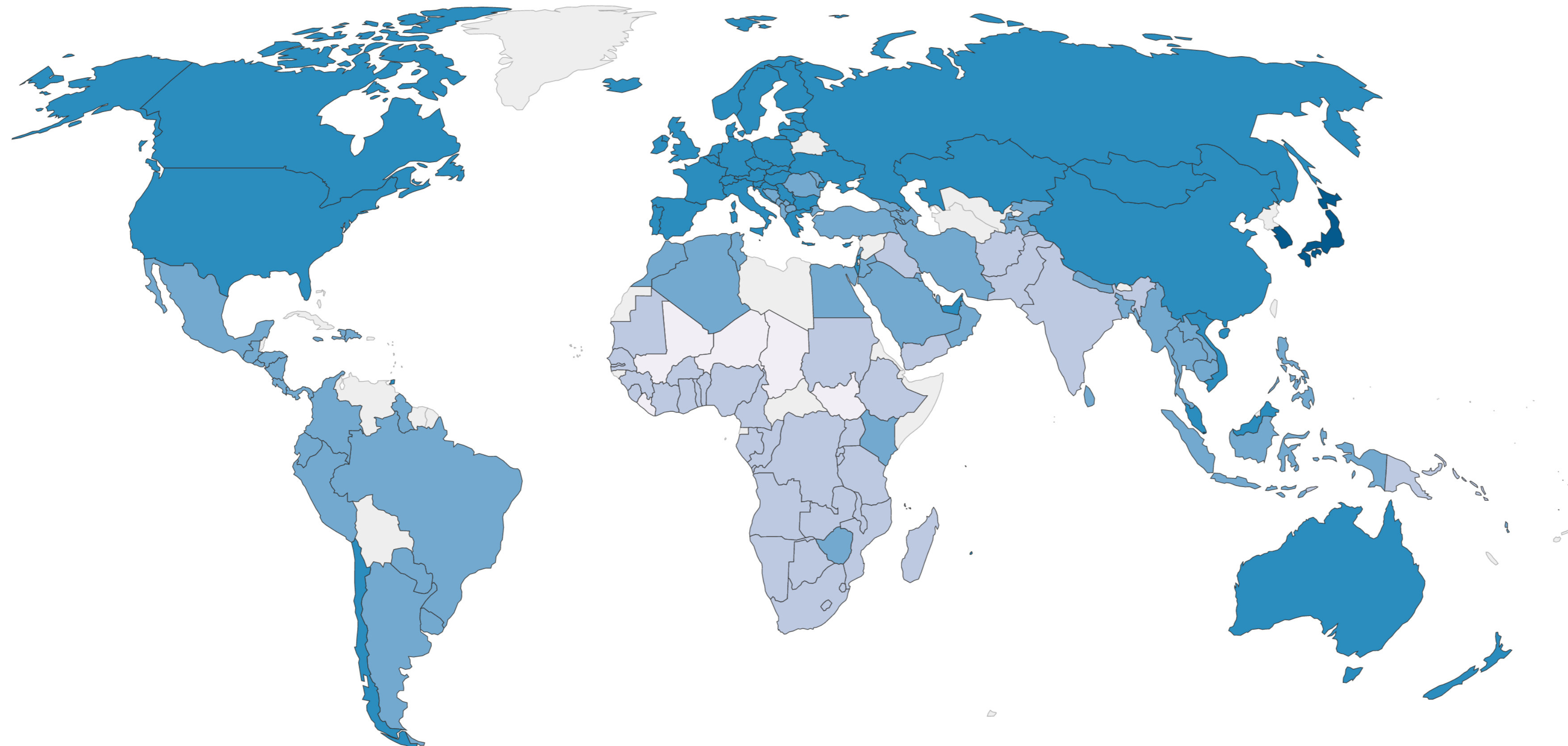
4.6

Learning-Adjusted Years of School (LAYS), 2018

LAYS are calculated by multiplying the expected years of schooling by the ratio of the most recent harmonized test scores to 625, where 625 corresponds to advanced attainment on the TIMSS (Trends in International Mathematics and Science Study) test.

Our World
in Data

the
Education
Commission



Africa's
children

3–6 years



No real improvement in sight

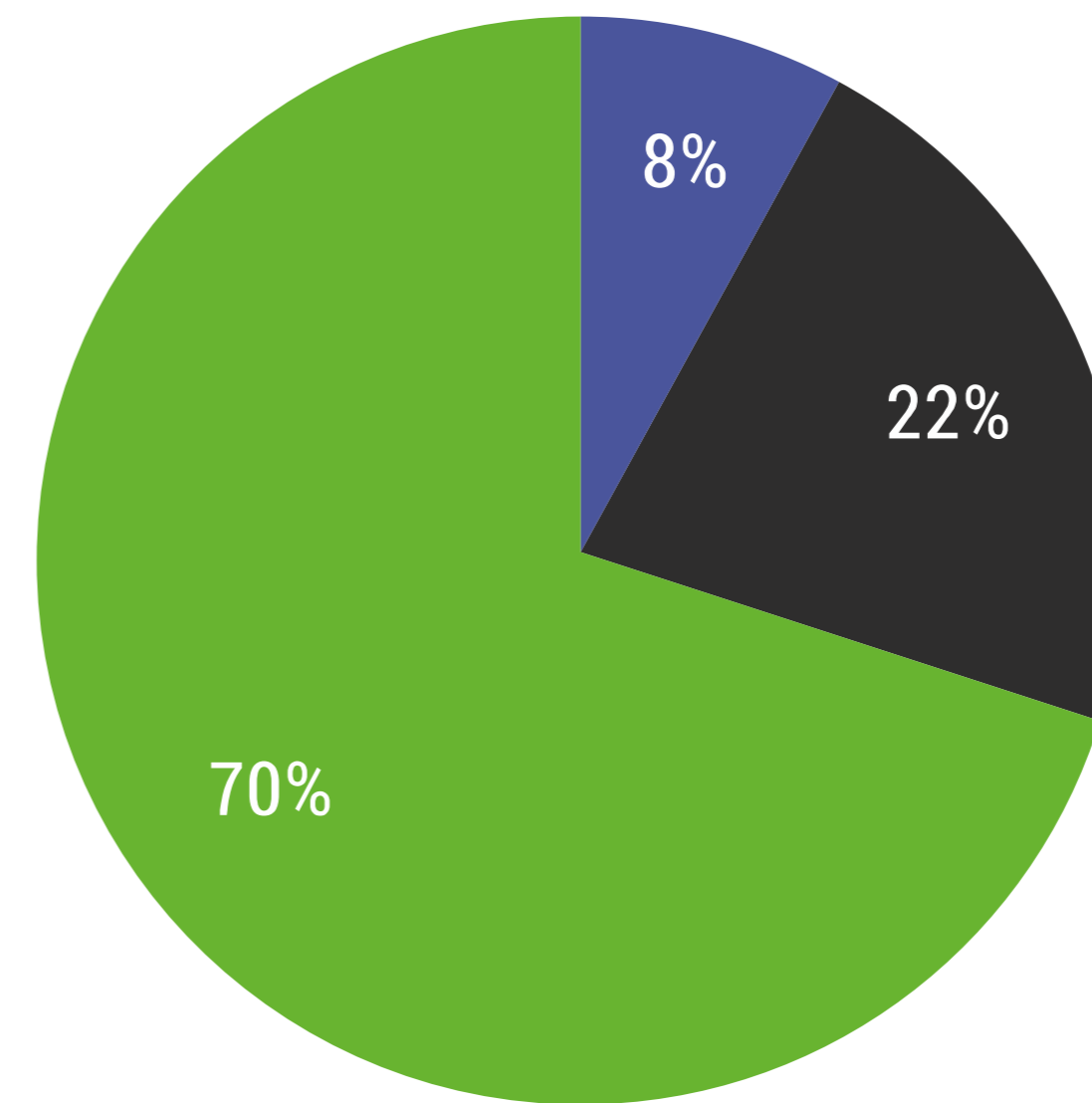
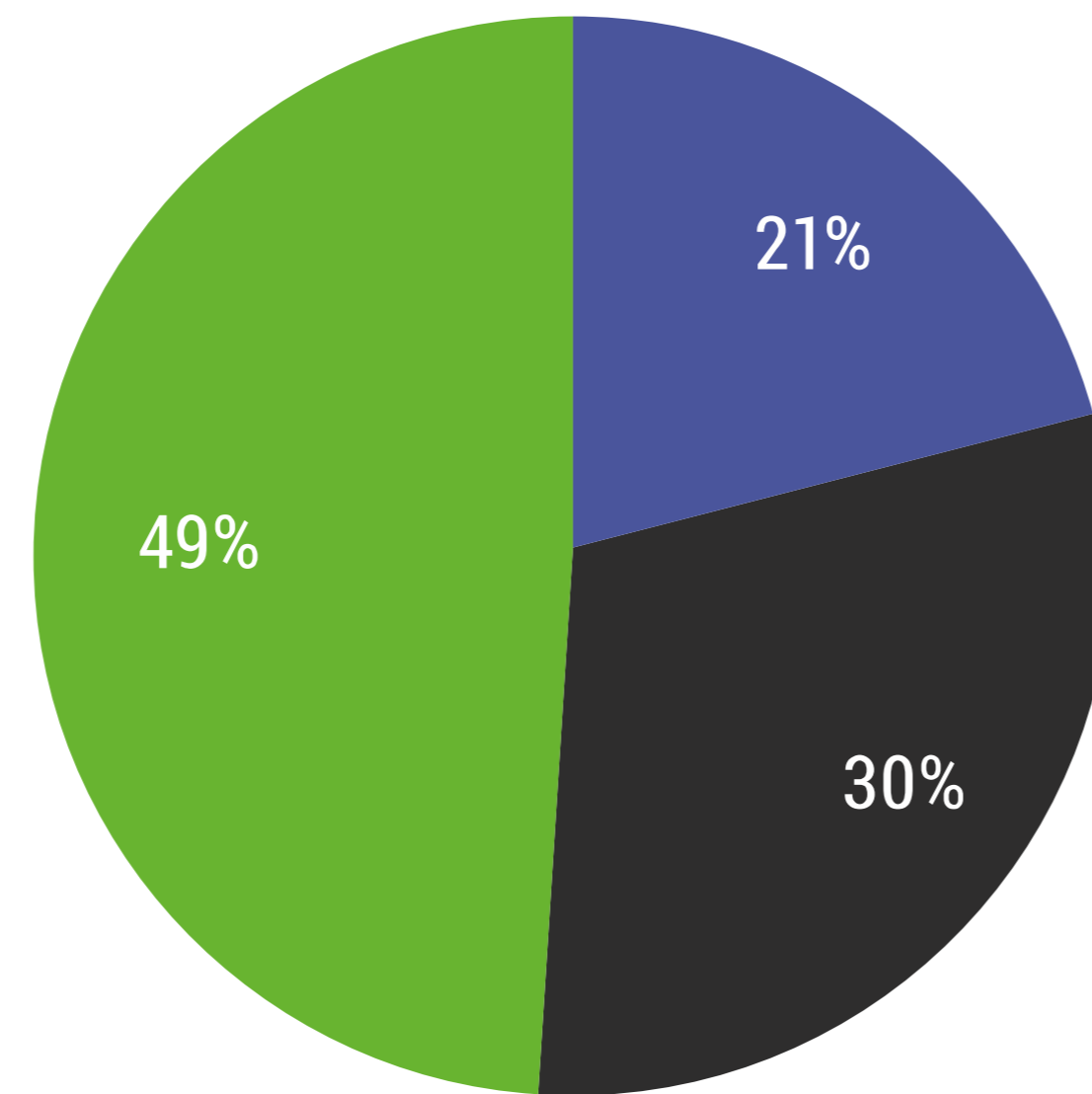
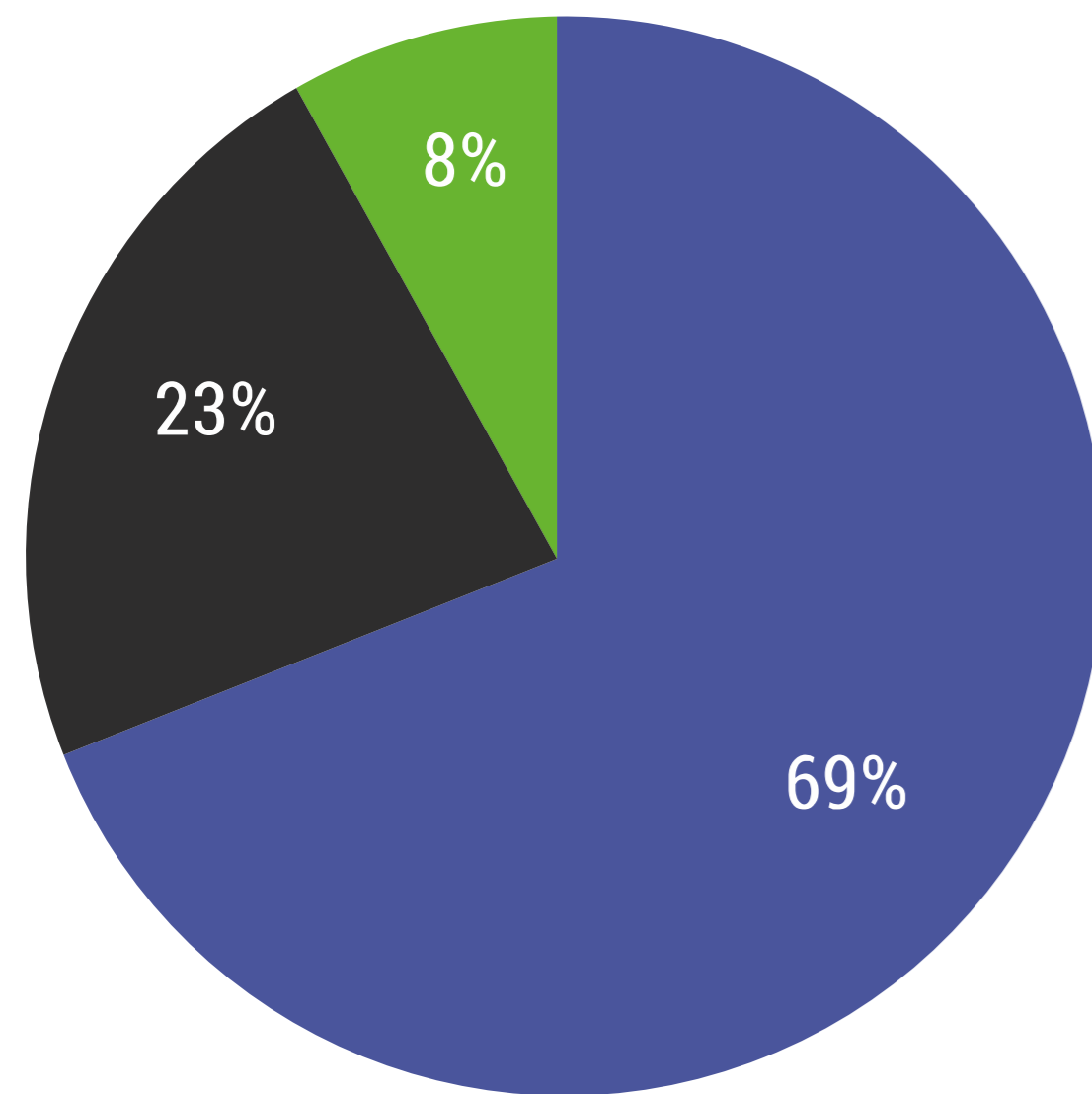
By 2030, more than half a generation of young people will be denied a future because they will not have the skills needed for the changing global job market.

825 million children and youth will not achieve basic secondary skills by 2030

Low-income countries

Middle-income countries

High-income countries



264 million school age children by expected learning outcomes

1142 million school age children by expected learning outcomes

198 million school age children by expected learning outcomes

- Will not learn basic primary level skills
- Will learn basic primary level skills only
- Will learn minimum secondary level skills

Source: Education Commission projections (2016).

**Learning
basic
secondary
skills**

8%

49%

70%

And skills needs are becoming more complex

Basic Literacies

Human literacies

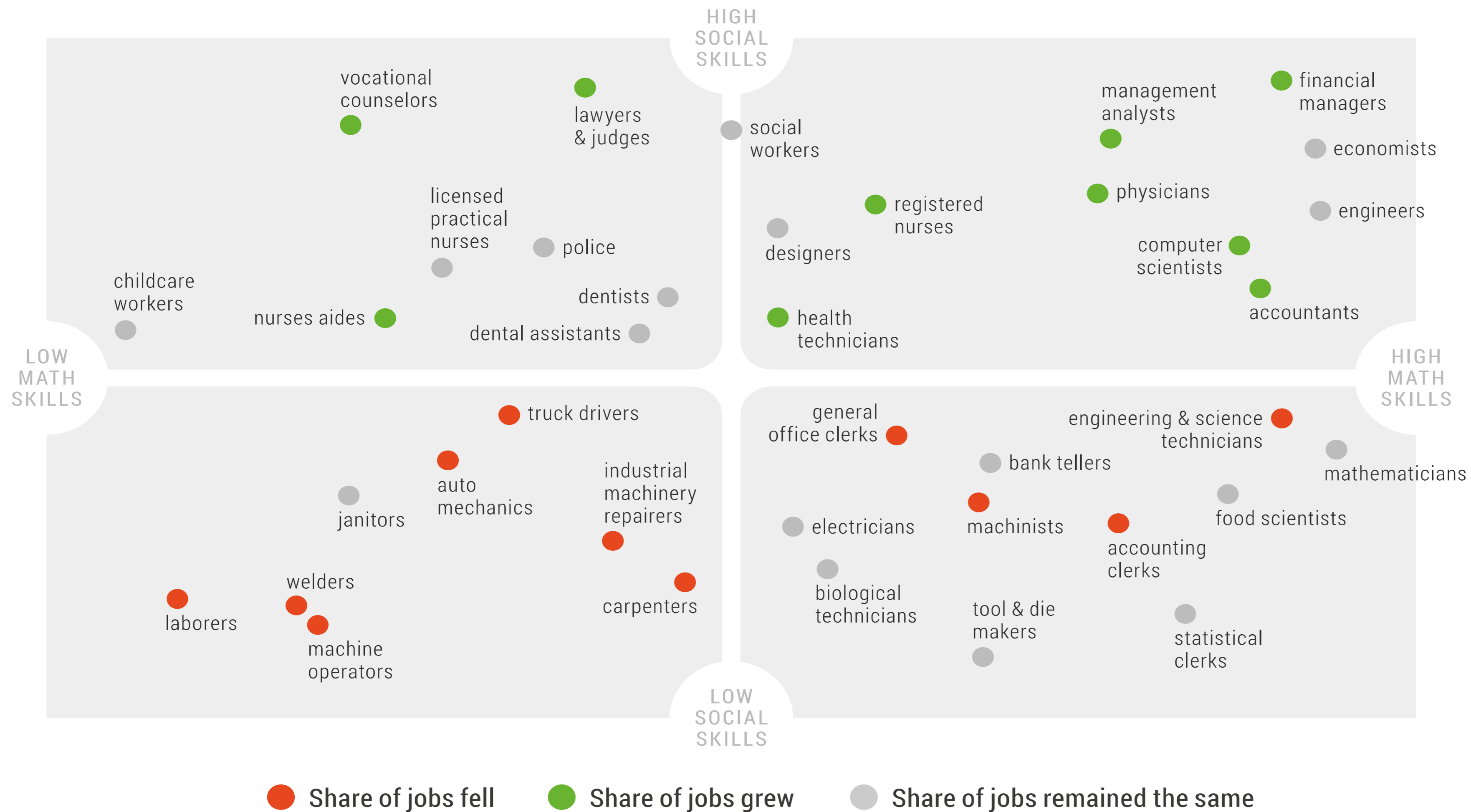
(creativity, collaboration,
communication)

Technical

Entrepreneurship

Life-long

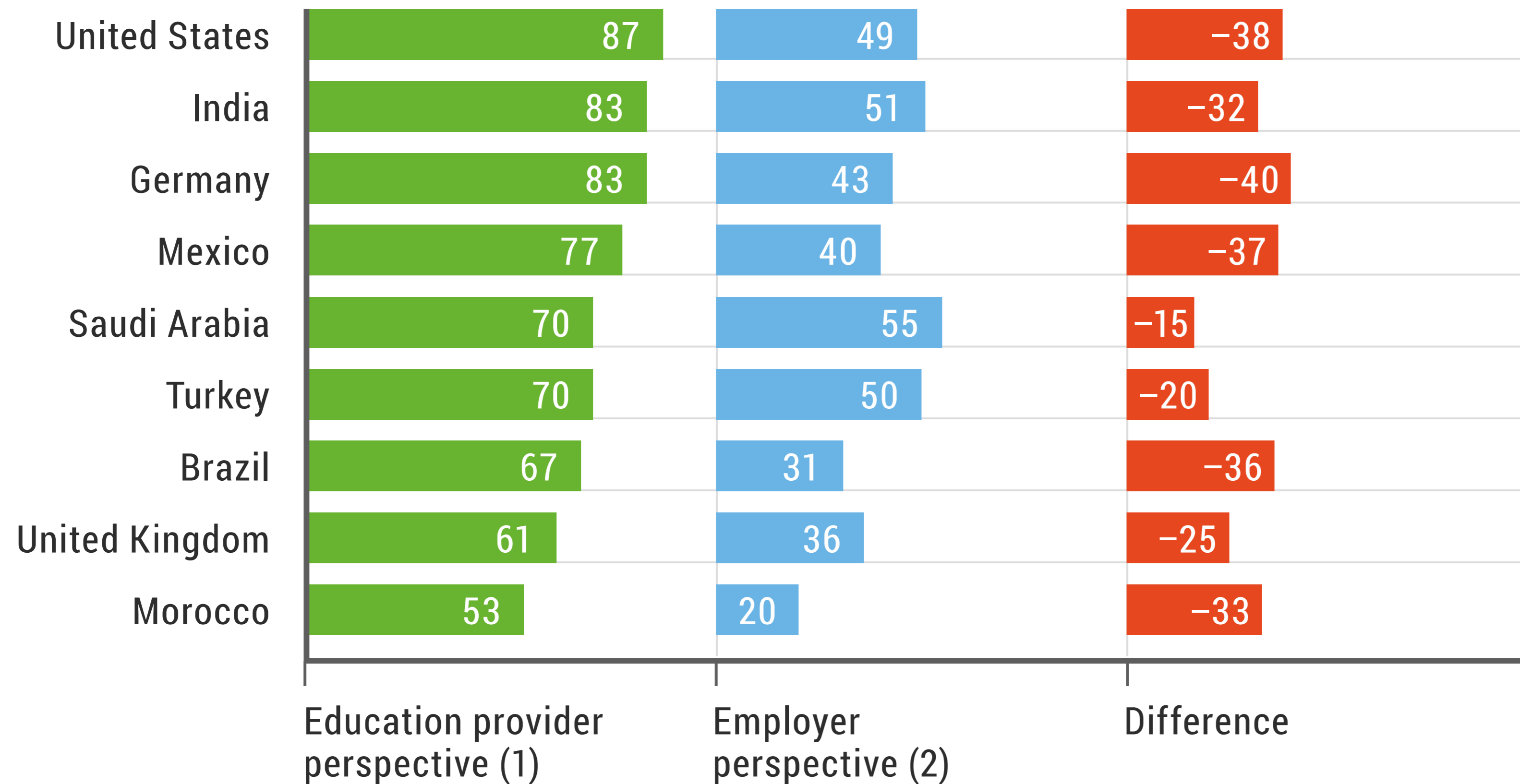
Demand for human literacies and technical skills



Source: World Economic Forum (2016). US Department of Labor data; changes in the share of jobs from 1980 to 2012. Note: The position of an occupation on the x and y axes reflects the intensity of math and social skills required.

A growing chasm

Agreement that graduates / new hires
are adequately prepared for the job market – % of respondents



Source: McKinsey Center for Government (2012).

Note: (1) Overall, graduates from my institution are adequately prepared for entry-level positions in their chosen field of study. (2) Overall, employees we hired in the past year have been adequately prepared by their pre-hire education and/or training.

Young people are worried

6 out of 10
Millennials

7 out of 10
Generation Z

Feel they do NOT have the skills they
need to succeed and are unprepared for
Industry 4.0 changes

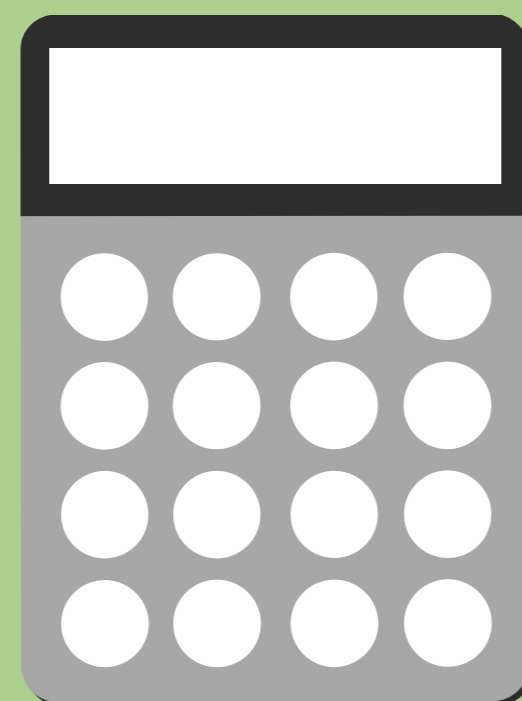
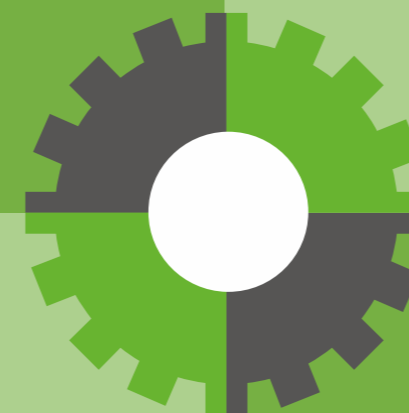
The Commission calls for four education transformations to realize the Financing Compact



I. Performance



II. Innovation



IV. Finance

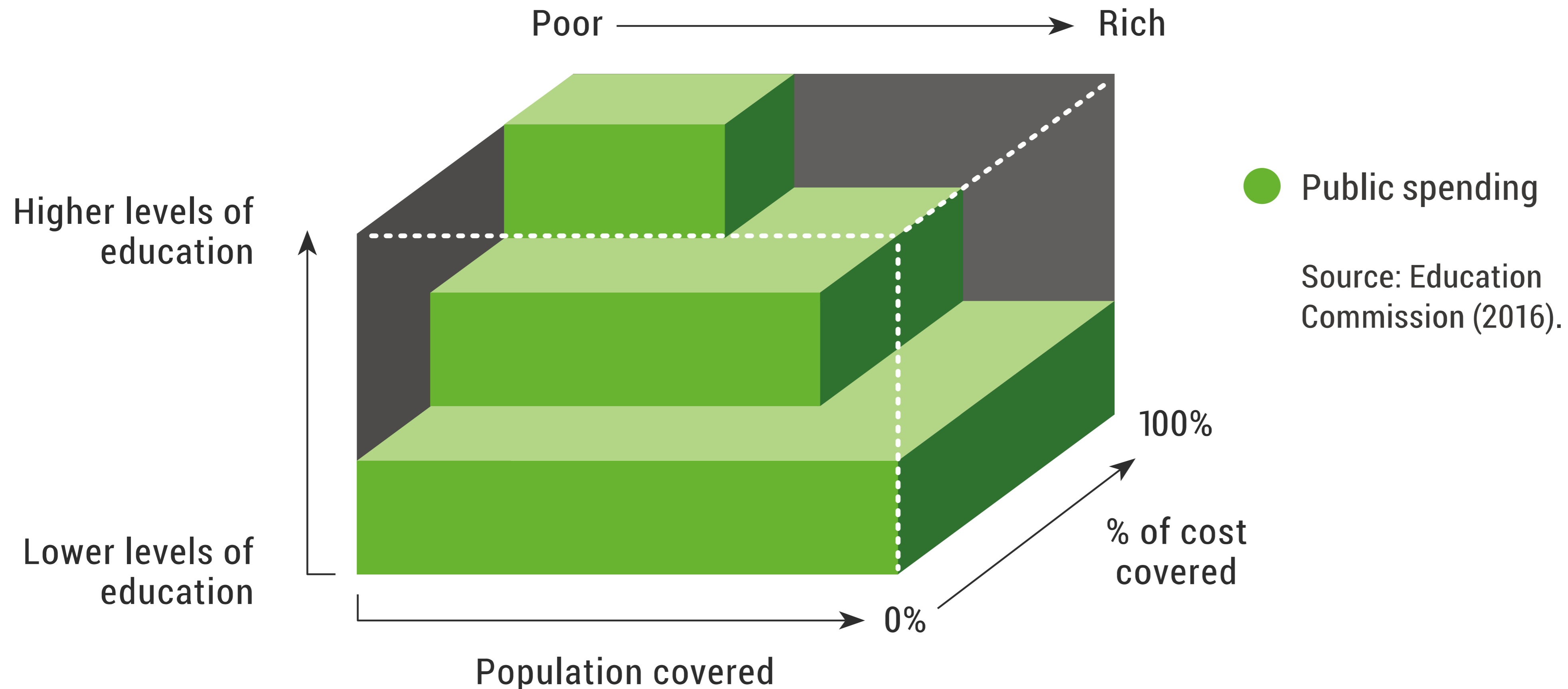


III. Inclusion

PERFORMANCE Put results front and center›	Recommendation 1: Set standards, track progress, and make information public
	Recommendation 2: Invest in what has been proven to deliver the best results
	Recommendation 3: Cut inefficiencies to drive better results across the system including addressing corruption, absenteeism, and inefficient use of critical inputs such as textbooks
INNOVATION: Develop new approaches to achieving results	Recommendation 4: Professionalize and diversify the education workforce
	Recommendation 5: Harness technology as central to teaching and learning
	Recommendation 6: Improve partnerships with non-state actors
INCLUSION: Reach everyone	Recommendation 7: Prioritize the poor and early years – Progressive Universalism
	Recommendation 8: Invest beyond education to tackle the factors preventing learning
FINANCE: More and better investment & accountability	Recommendation 9: Mobilize more and better domestic financing for education
	Recommendation 10: Increase the international financing of education and improve its effectiveness
	Recommendation 11: Establish a Multilateral Development Bank (MDB) investment mechanism for education – International Finance Facility for Education
	Recommendation 12: Ensure leadership and accountability for the Learning Generation

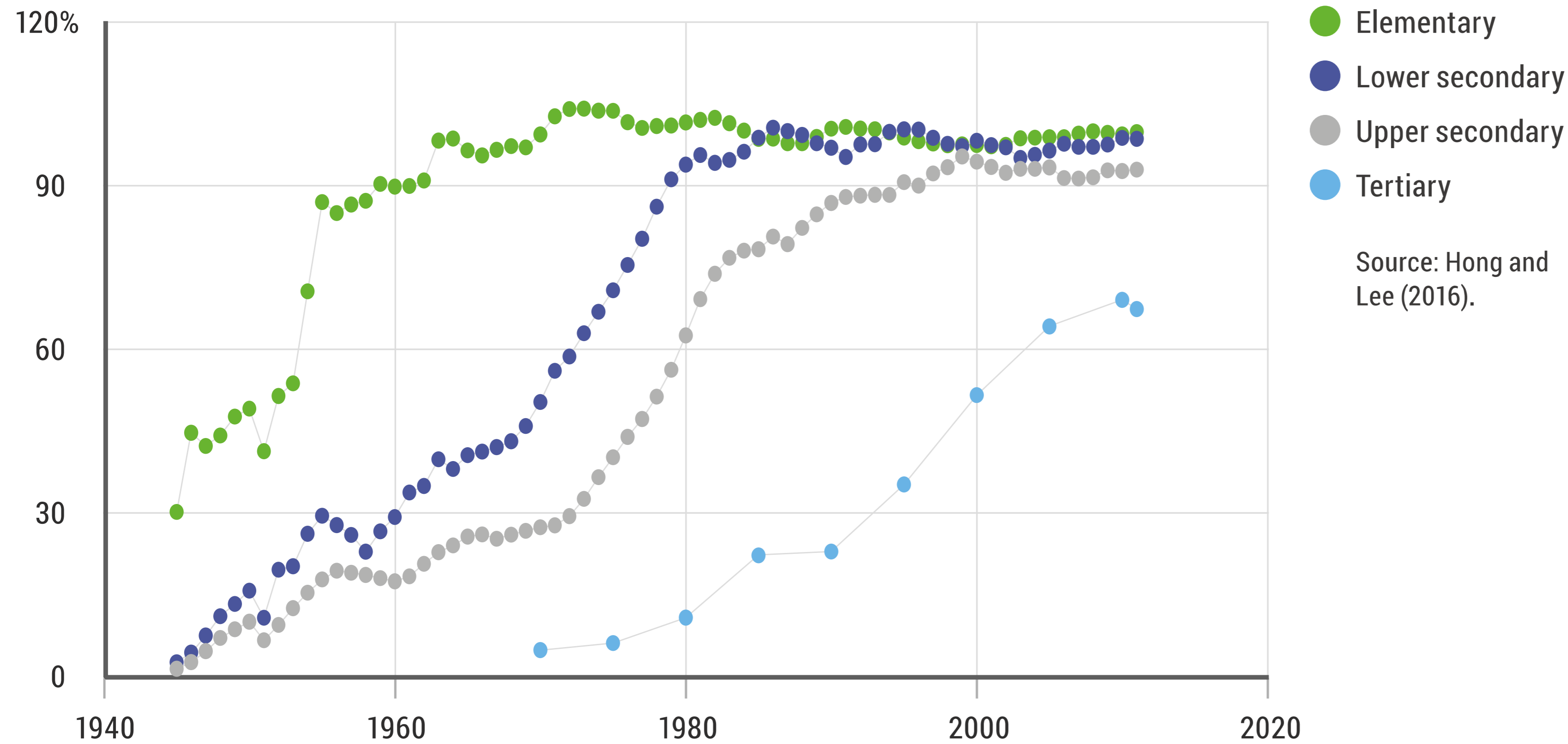
Korea leading the way: progressive universalism

The Commission recommends the progressive expansion of public investment by first prioritizing the early years and the poorest segments of the population



Korea leading the way: progressive universalism

Percentage enrollment



Note: Enrollment for primary, lower-secondary, and upper-secondary are gross rates. Enrollment for tertiary is net rate. Net enrollment rate for tertiary is the ratio of the number of tertiary students age 18 to 21 divided by the total population age 18 to 21.

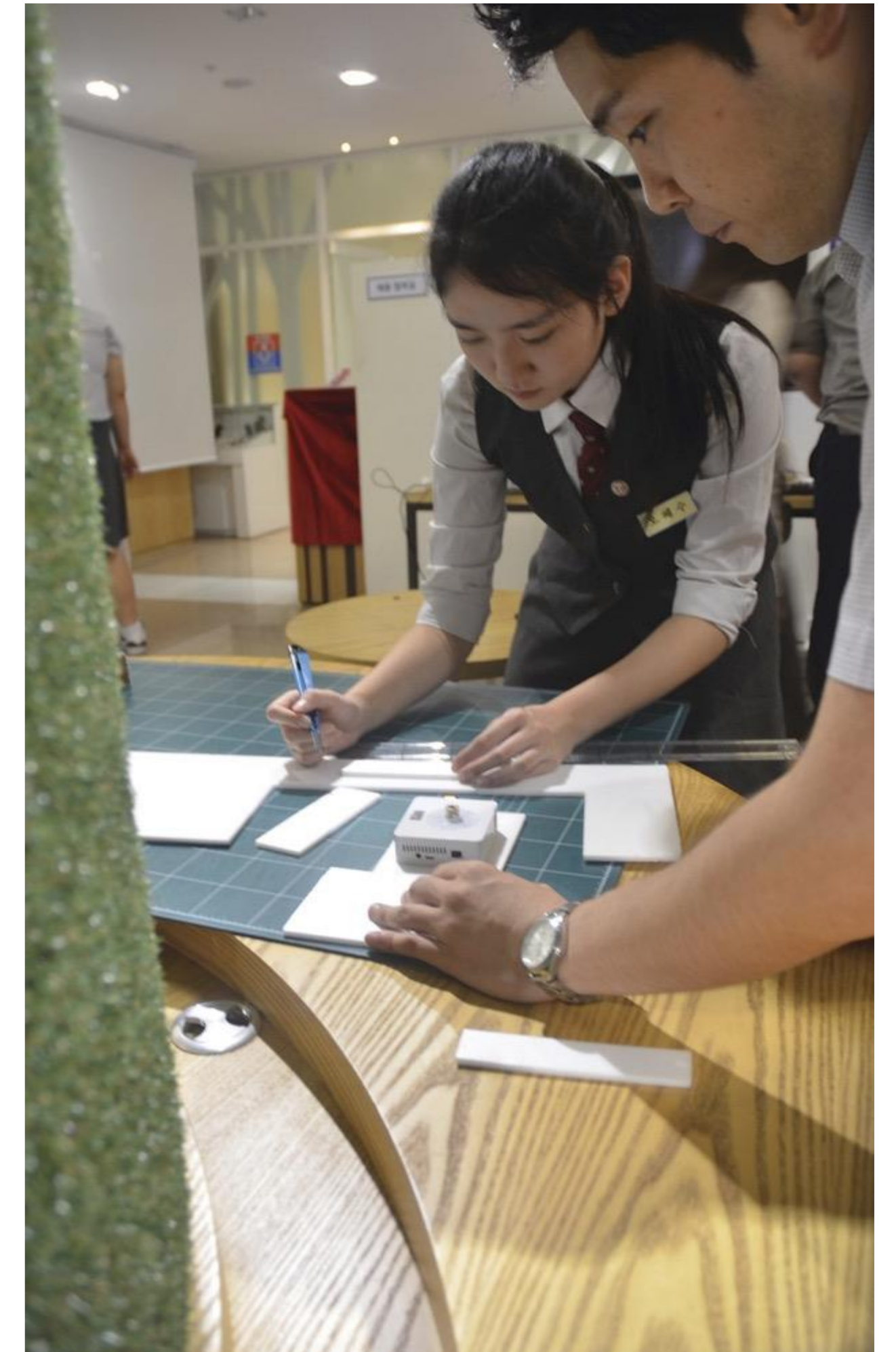


Korea leading the way: improve partnerships with non-state actors

The Commission recommends to expand the role of employers in design and delivery of education. This could help ensure education systems meet the needs of employers.

Korea's Meister schools are highlighted as a response to the growing demand from employers for graduates that are better prepared for the changing labor market.

Industry experts were recruited to serve as principals and teachers and schools were encouraged to collaborate with industries, greatly improving the quality and status of vocational training at secondary and post-secondary levels.



Part 2

Implementing the Recommendations

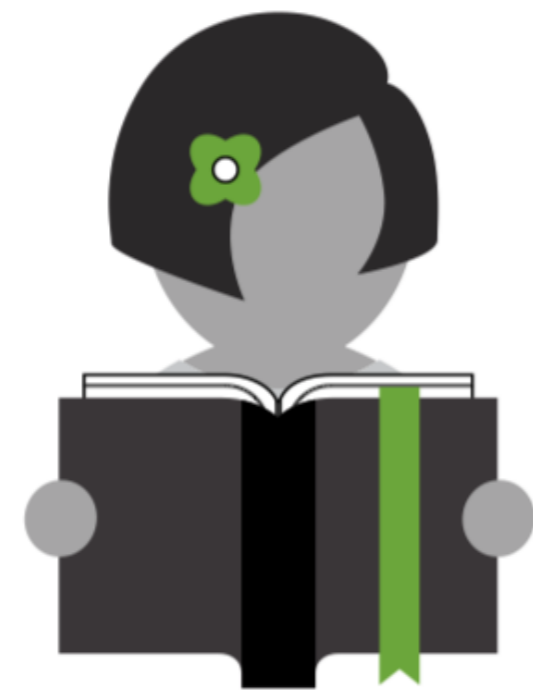


Agenda for action

Since the launch of its report, the Education Commission has been working in 4 major areas.



Learning
Transformation



Workforce
Transformation



Delivery
Transformation



Financing
Transformation

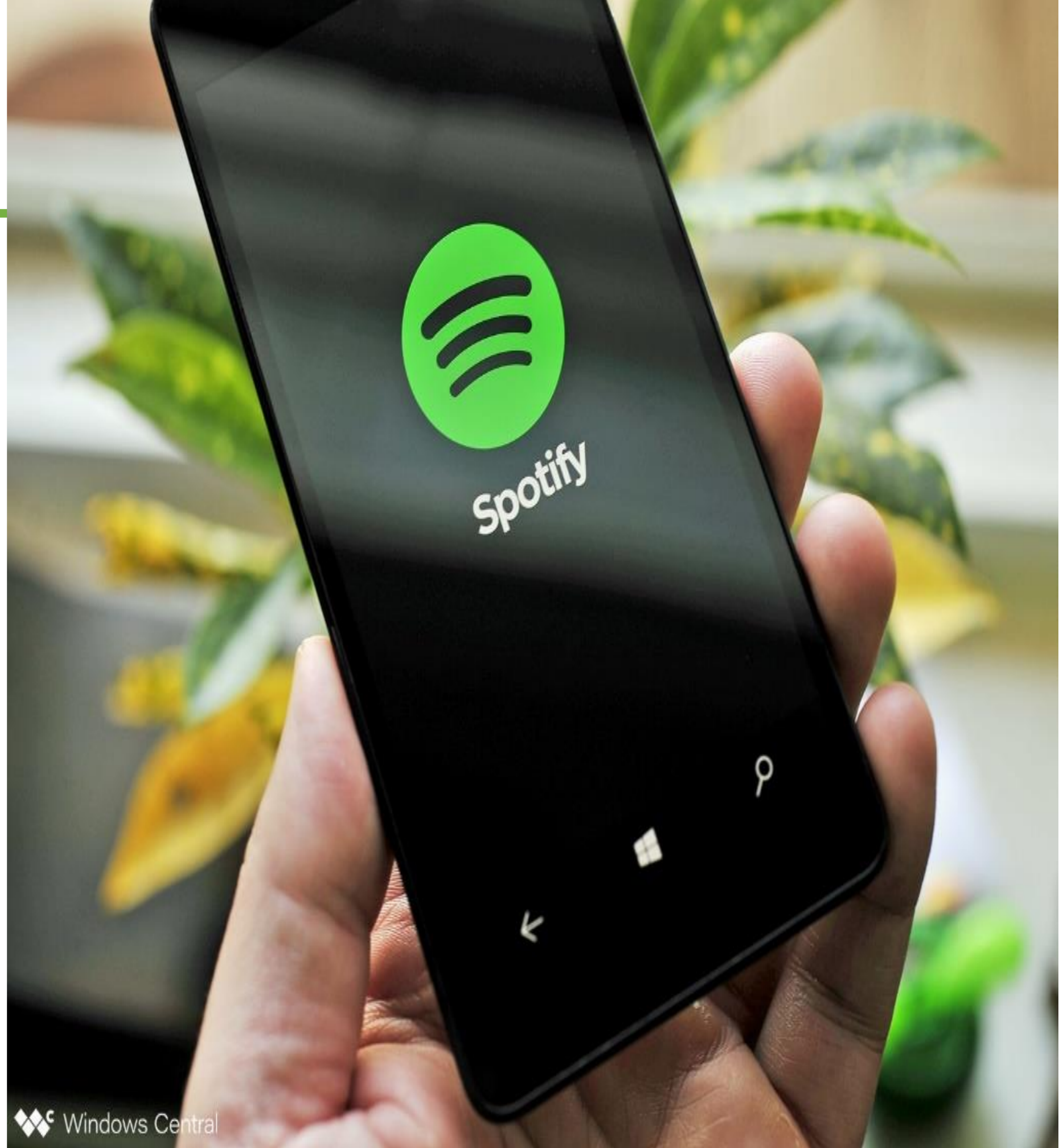
1. Learning Transformation

Photo: Liderina





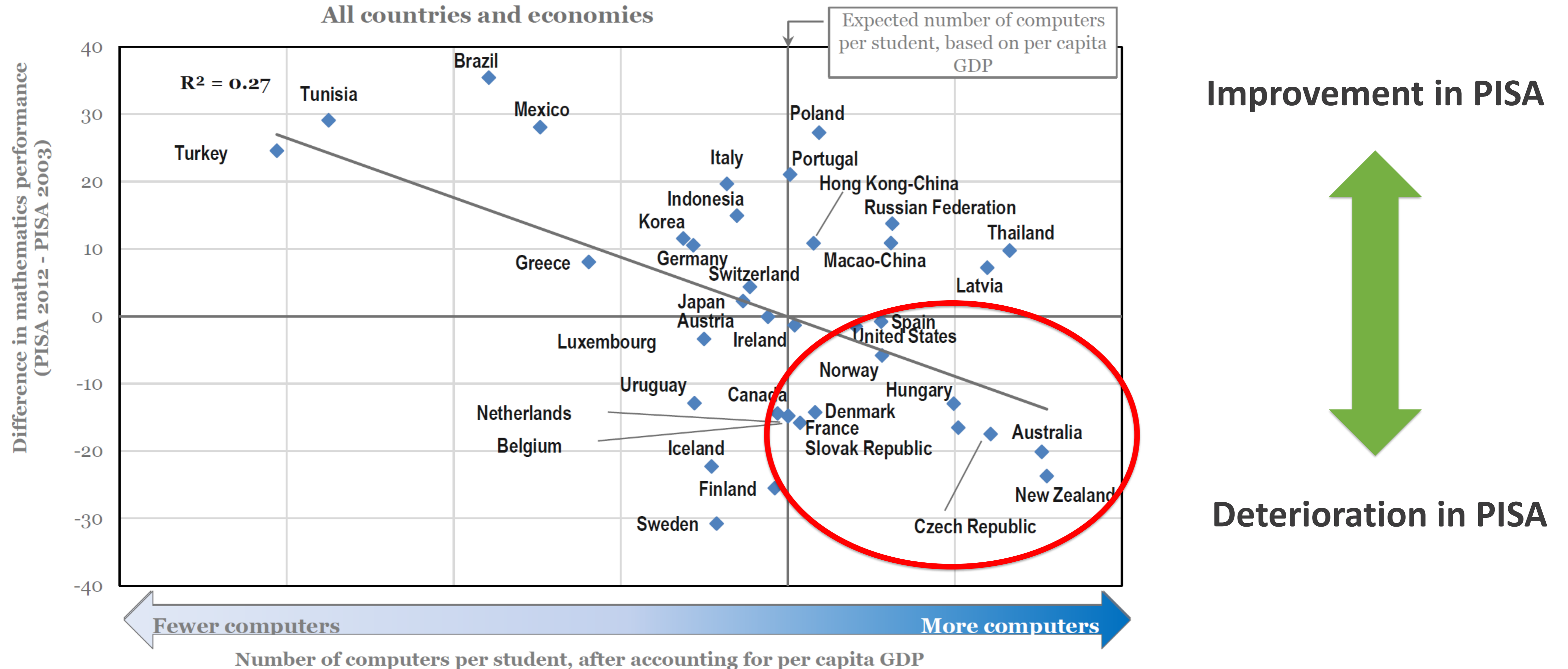




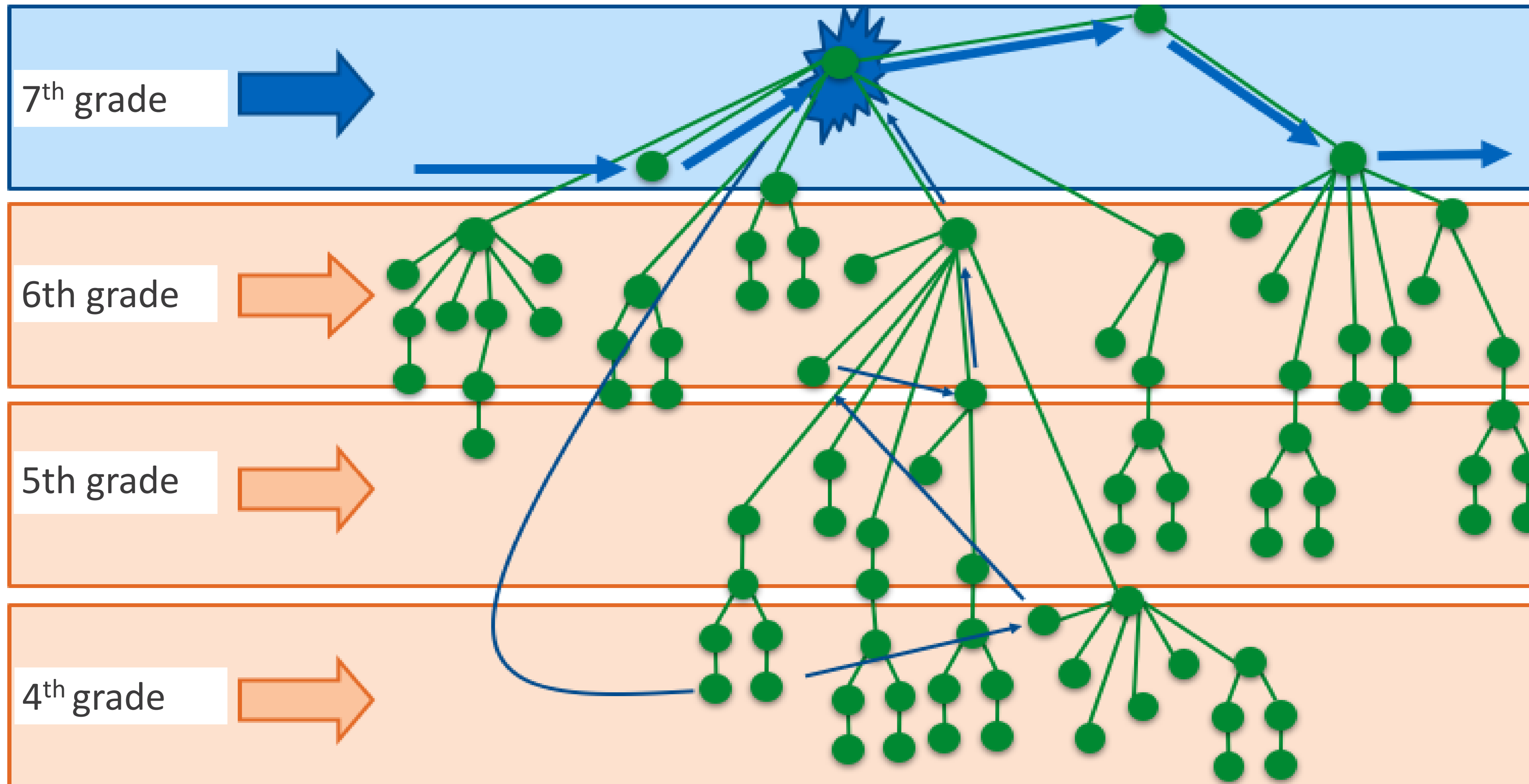
How can we move from mass production to mass customization in education?



But so far – impact of technology disappointing

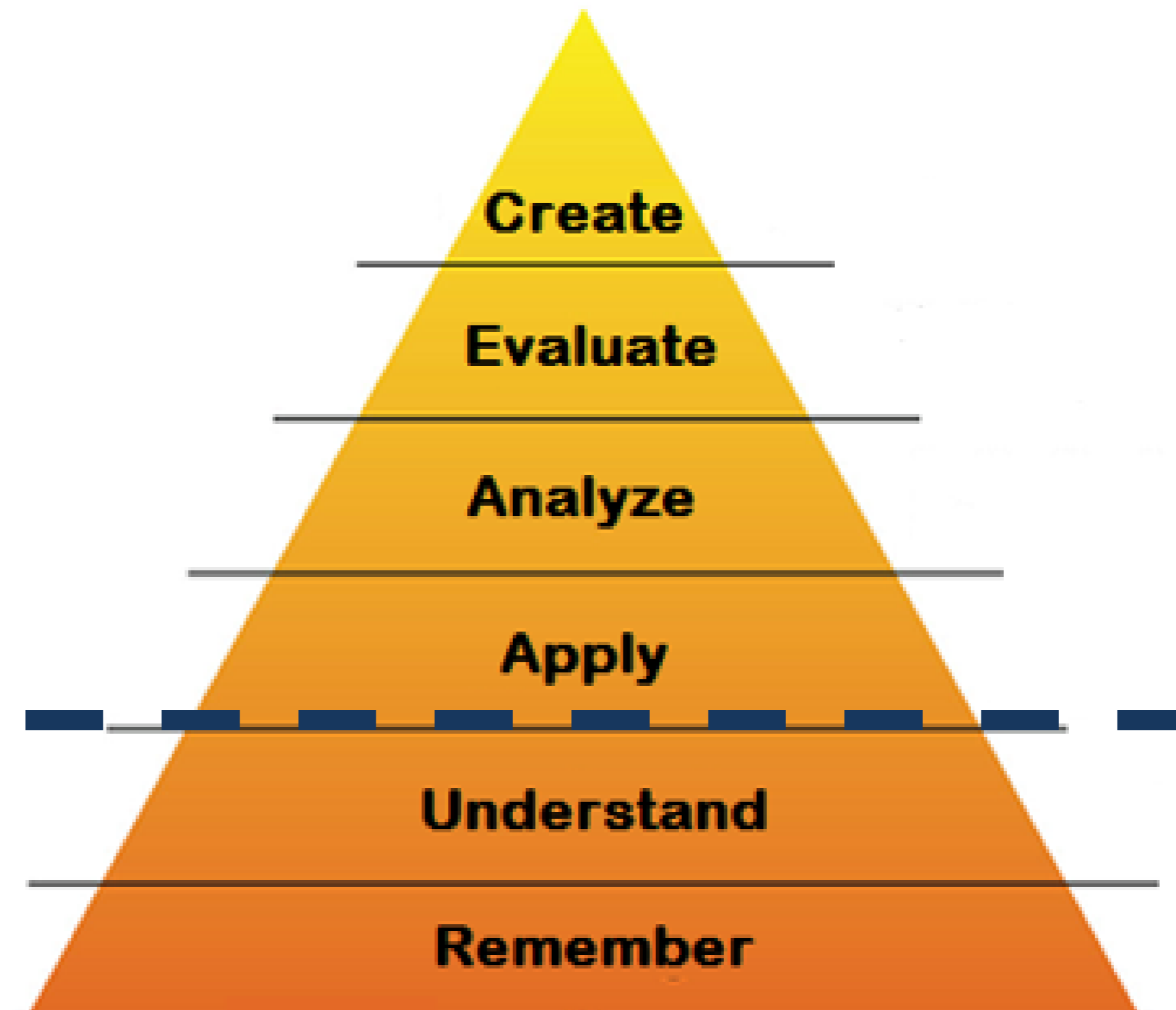


New adaptive learning technologies could be different



But it will require a learning transformation: combining *adaptive* technology with *change* in pedagogy

High-Touch Learning
With Teachers



High-Tech Learning
With AI and Mobiles

Bloom's Taxonomy

Source: Johnson, Dale P., *Adaptive + Active Model: A New Approach to General Education*, Arizona State University, 2018.

A move from static to dynamic approaches

Traditional

Future

Lesson Plan

Fixed

Variable

Presentation

Group

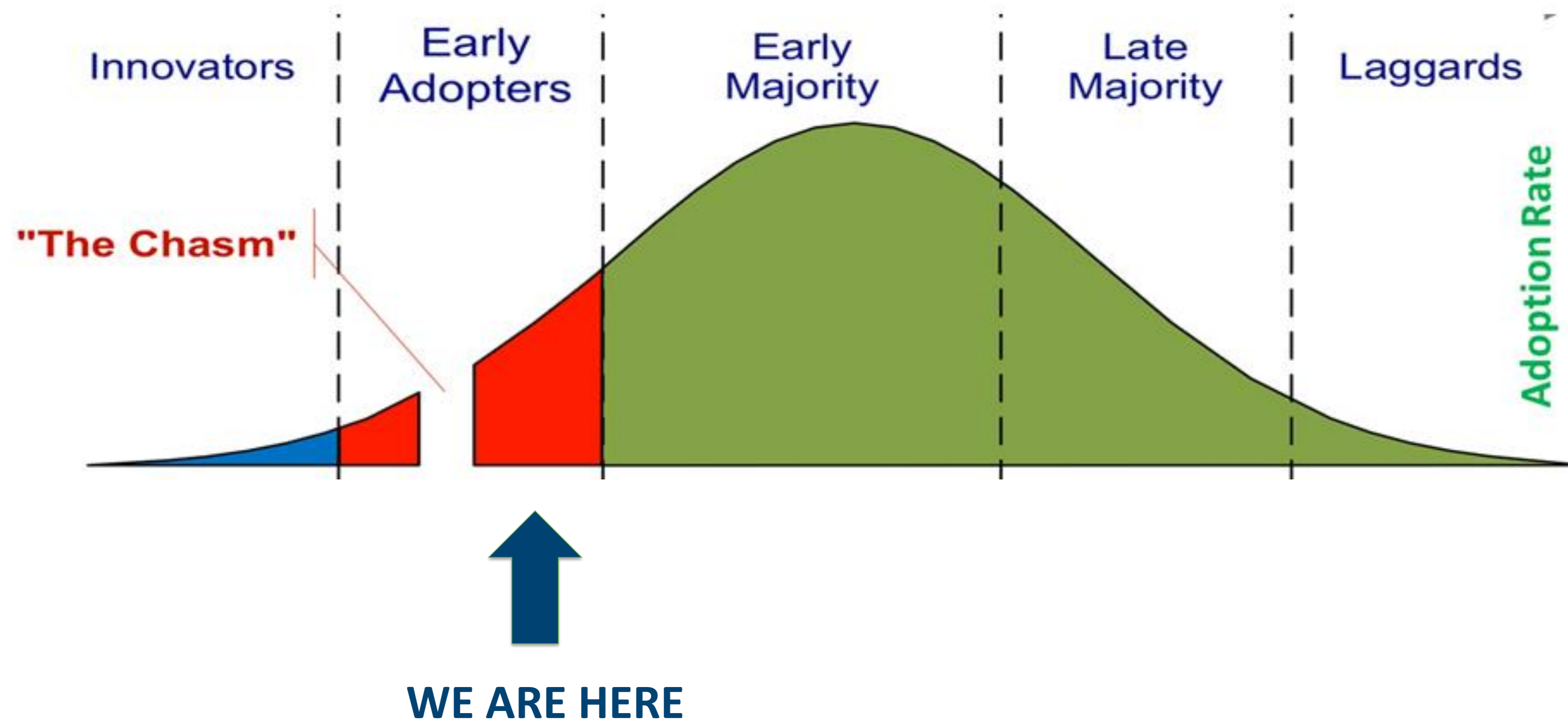
Individual

Content

Common

Personalized

Where are we in the adoption cycle?



Example: Vietnam Adaptive Learning Project

Test an adaptive learning platform in 7th grade math. Already successfully applied in college algebra course at Arizona State University

This includes:

- Introduction of the adaptive technology (ALEKS)
- Training teachers in changed pedagogy

Stepwise approach:

STEP 1 – Test in English language schools + KDI school evaluation

STEP 2 – Test in Vietnamese language schools + KDI school evaluation

STEP 3 – Scale based on evaluation of

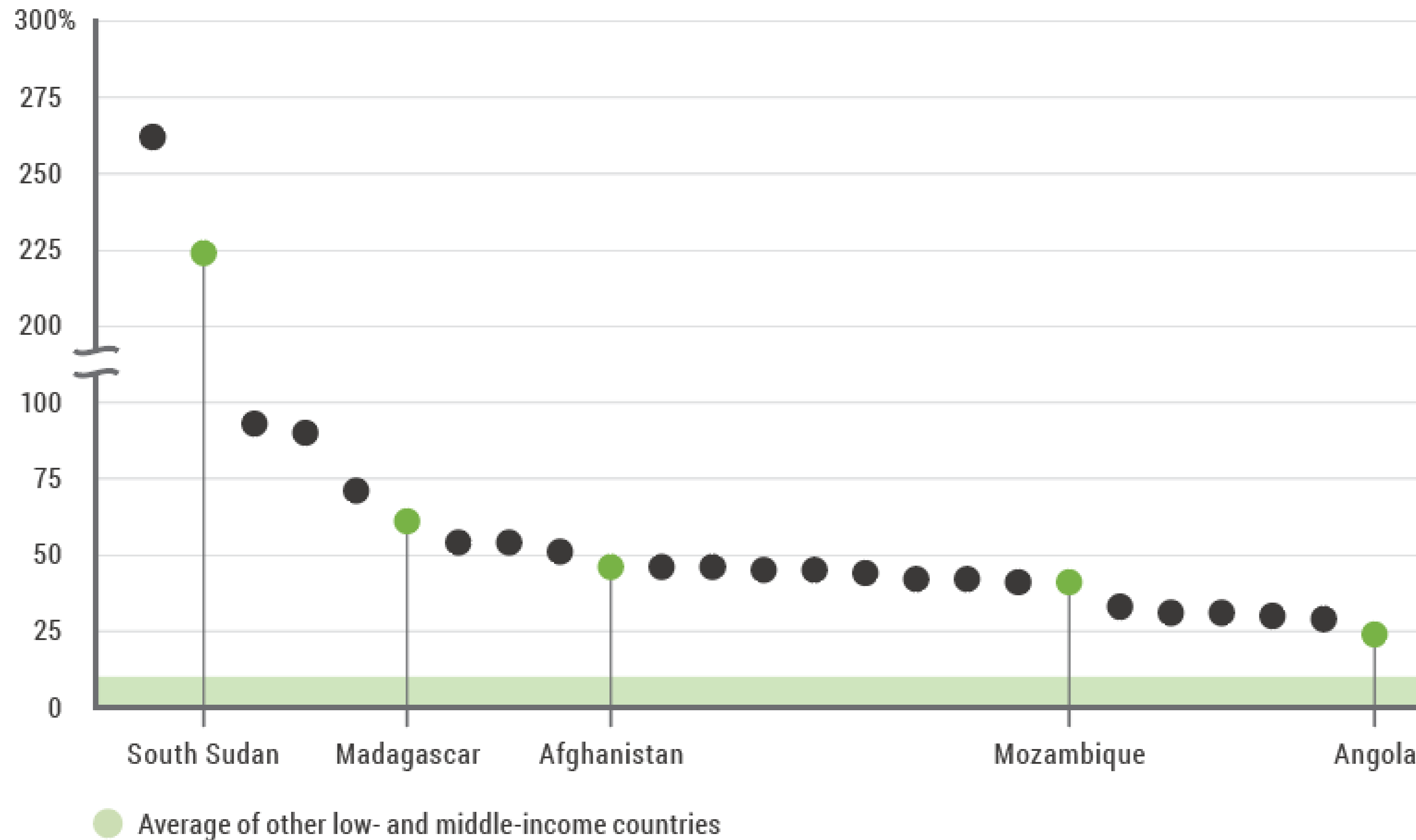


2. Workforce Transformation



There is a shortage of teachers

Percentage of new teachers needed in relation to number of tertiary graduates 2020–2030



Teachers are insufficiently supported

In Chile:

For every
doctor,



there are 4.5 nursing and
midwifery personnel and
community workers



For every
teacher,

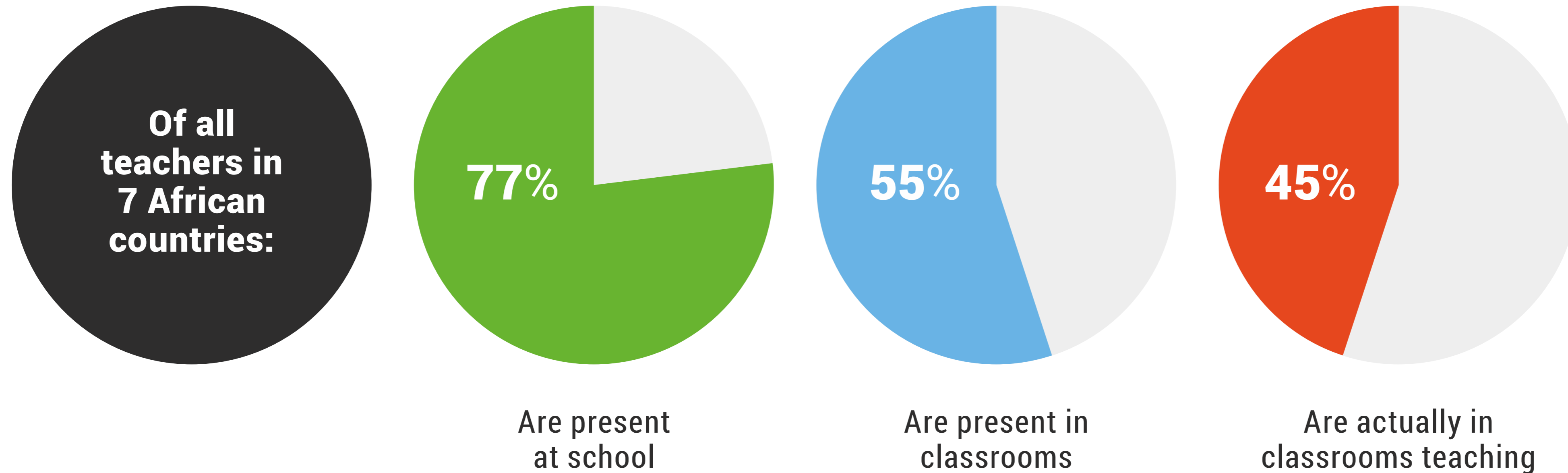


there are 0.3 teacher aides
and teaching support staff



Source: OECD-TALIS data (2013); WHO data (2015). Note: estimate for health support staff is conservative. It does not include pharmaceutical assistants, lab assistants, or environmental workers. Teaching support staff includes teaching aides and all support professionals who provide instruction or support teachers in providing instruction, including education media specialists, psychologists, and nurses. Both estimates exclude management, administrative, and building maintenance personnel.

Teachers spend less than half of time teaching



Source: Data from Bold et al. (2016).

Much better in Korea -- Teachers in Korea report spending 77% of their lesson time on actual teaching and learning.

Evidence suggests

- Teachers are key to learning
- Learning and **other support roles can be equally critical** in particular to address marginalized groups
- **Leadership and management** can improve learning when they have sufficient autonomy
- **District leadership** can make a difference when focused on supporting learning rather than compliance
- A need for **state level capacity in change leadership**, adaptive policy making and coalition building.

Education Workforce Initiative

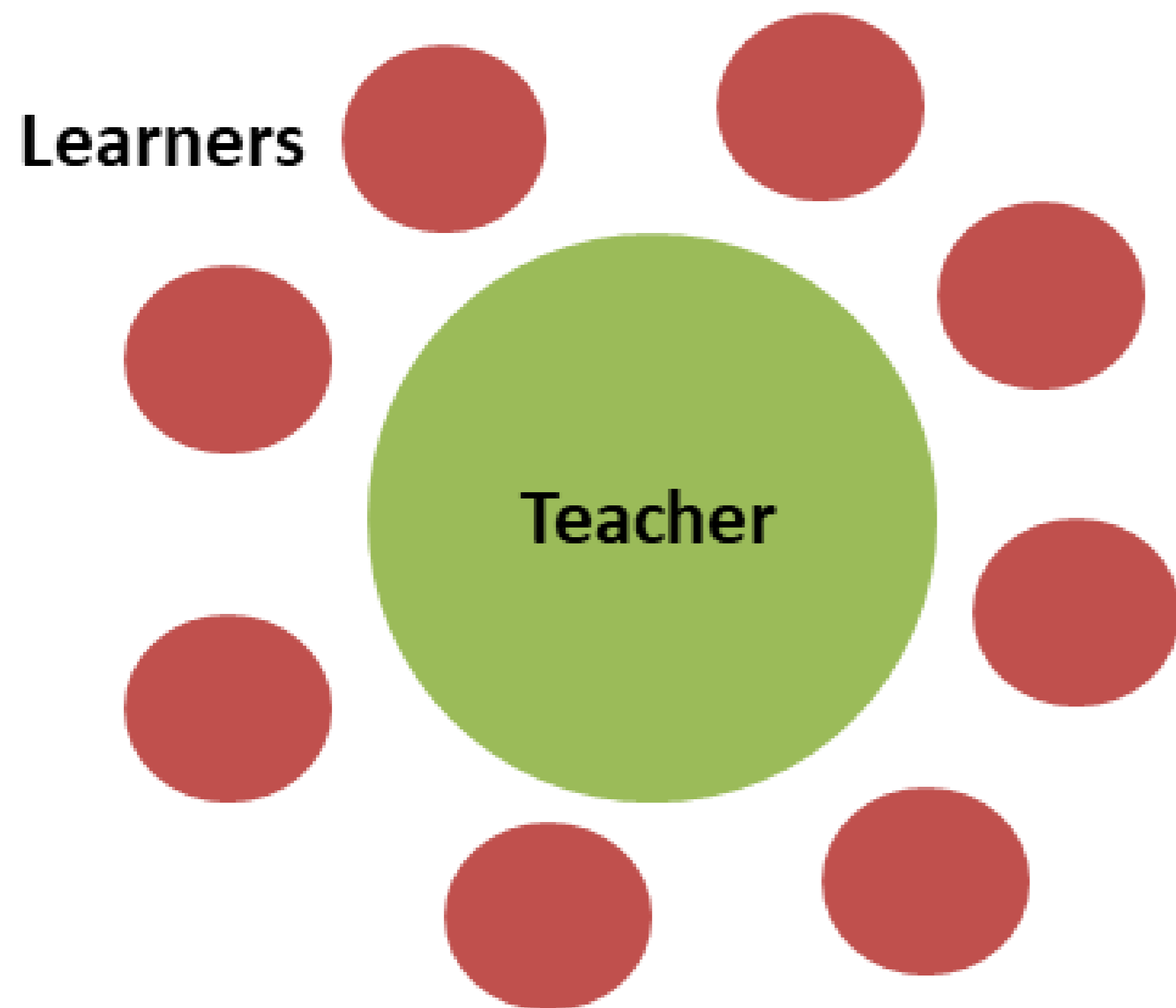
EWI is harnessing the latest evidence and innovations including technology to inform new ways of approaching workforce design and implementation to ensure inclusive and quality education for ALL children:

1. Re-thinking the **design of the education workforce**
2. Exploring the **changing roles** of the teacher, school, and district leaders and the **introduction and professionalization of other roles**
3. **Strengthening the workforce** through more effective recruitment, preparation, deployment, professional development, career progression, leadership and management

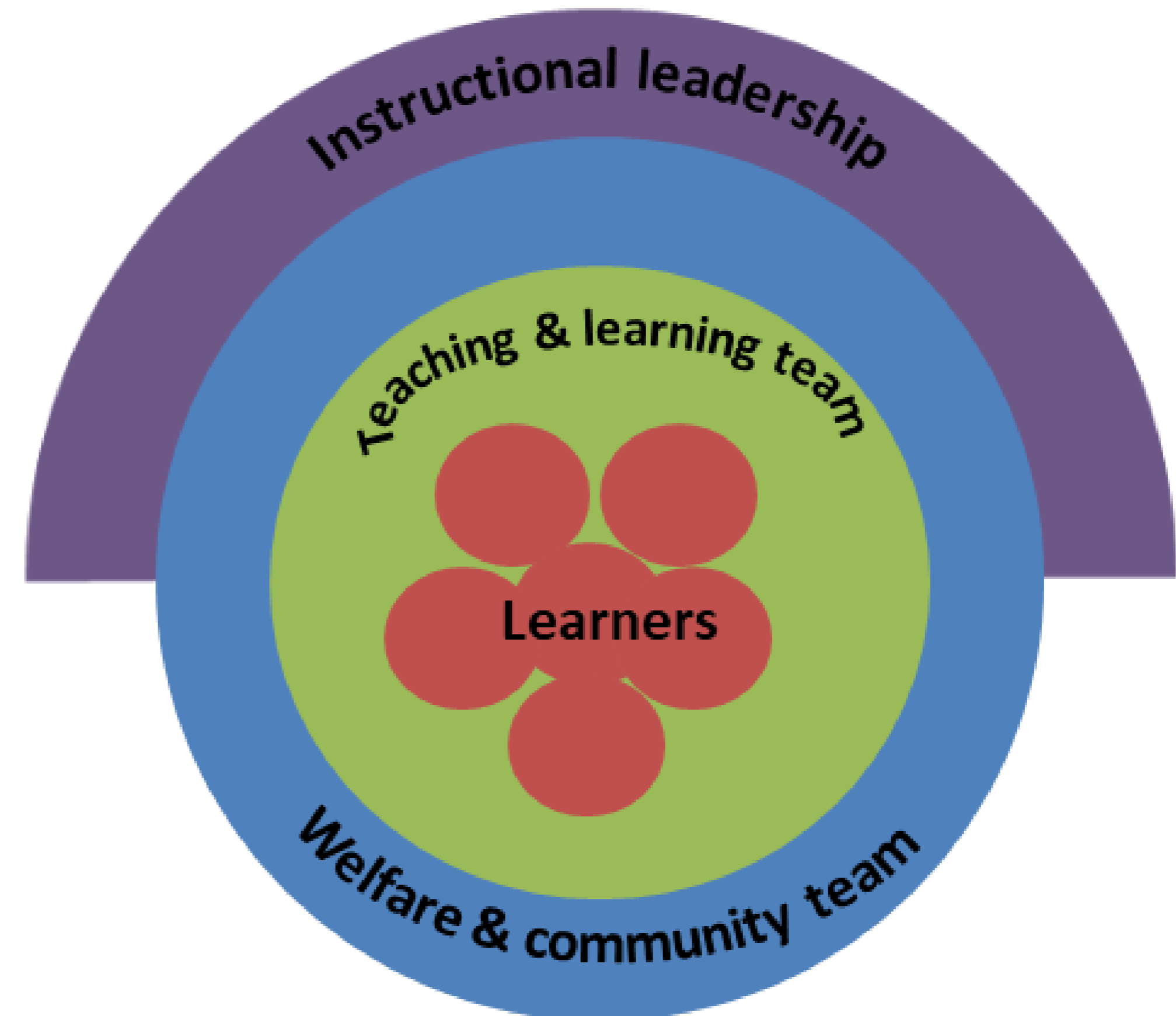


Vision: learning teams in learning systems

Now



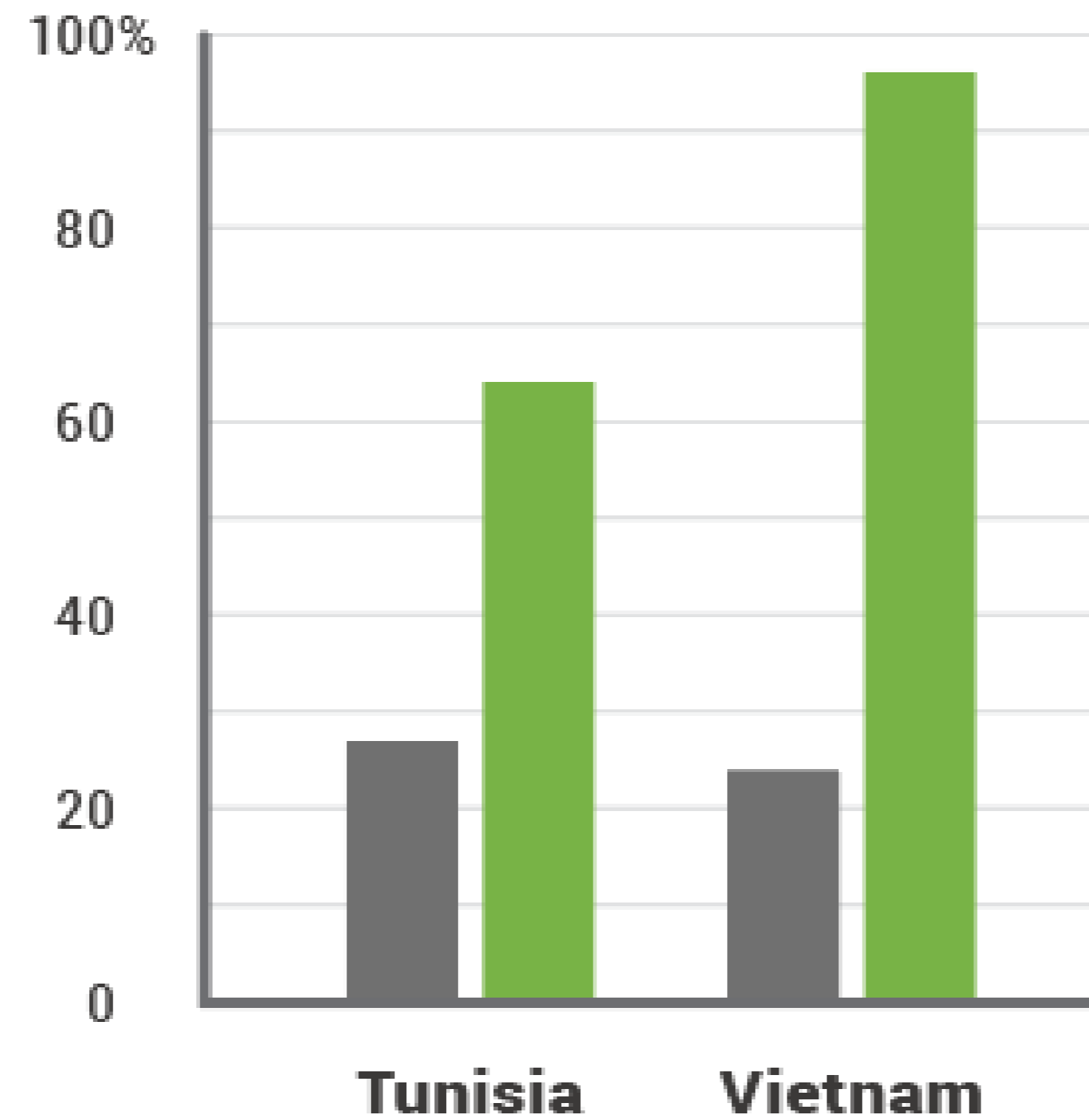
Future



3. Delivery Transformation



Value for money varies greatly across systems



- Average spending per pupil, primary and secondary, as % of GDP per capita
- Percentage of students who reached Level 1 in PISA

Delivery in the public sector can be a challenge

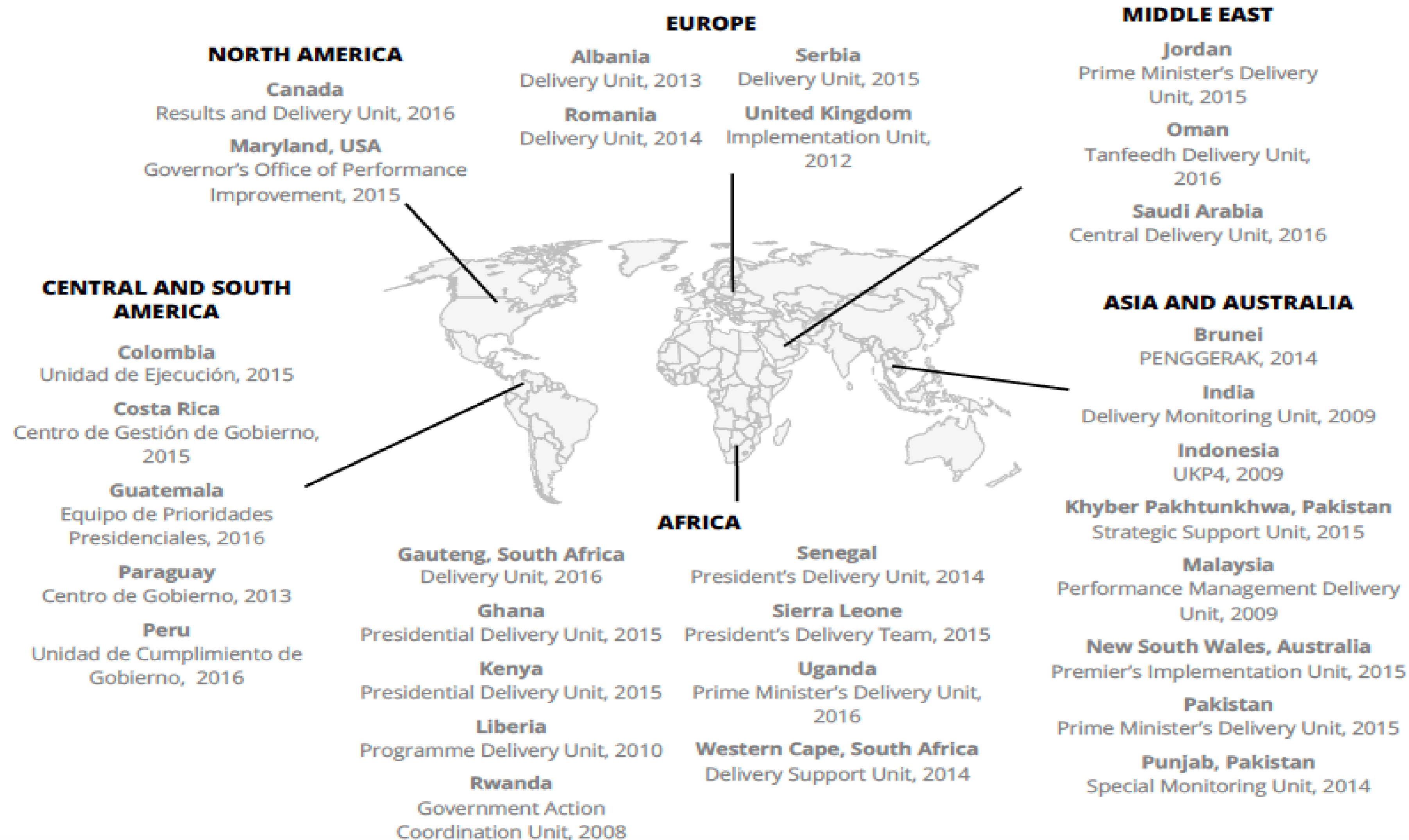
“I realised that the problems may not necessarily lie in the quality of policy making processes or policies themselves, but on the mechanisms in place for implementation, monitoring and evaluation. I noticed that much of the time we are bogged down by processes and bureaucratic inertia.”

(President Jakaya Kikwete of Tanzania, opening remarks at the 12th Forum of Commonwealth Heads of African Public Service, 13th July 2015, Dar es Salaam)

Strong interest in how to “get things done”

- Growing interest across Governments in looking beyond the formulation of best practice policies and focusing on implementation and ‘**getting things done**’.
- The Delivery Approach encompasses **the set-up and operations of Centre of Government Delivery Units** (at either Presidential, Prime Ministerial or Ministerial level) as well as the **application of a set of principles** initially popularised in the early 2000s by the UK Government’s Prime Ministerial Delivery Unit (PMDU).

Growth of delivery approaches around the world



Spread of Delivery Approach concept

New York Police Department, 1990s: 'Stat model' of performance management a small team analyzed data, mobilized resources for identified problems, and scrutinized performance. (Behn 2006, Gold 2017)



United Kingdom, 2001: UK Department of Education and Employment Standards Unit, 1997, which then evolved into Tony Blair's PMDU headed beginning in 2001.

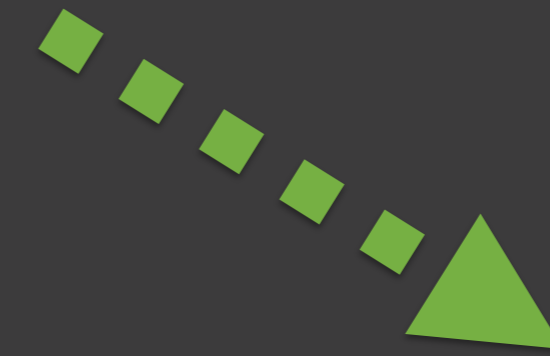


Australia, 2004: Cabinet Implementation Unit installed by PM John Howard and another implementation Unit in Queensland in 2004 under Premier Peter Beattie. (Lindquist 2006)

Malaysia, 2009: Citizens were unhappy with low-quality services and lack of accountability, and Cabinet workshops were held followed by Delivery Labs. (Iyer 2011)



Chile, 2010: Malaysia also shared experiences with Chile and a Unit was established. The overly broad mandate became challenging. Chile influenced the establishment of units in Costa Rica and Colombia. (IADB 2017)



Punjab, Pakistan 2011: Punjab Education Reform Roadmap team (2011-2014) focused on prioritization and performance management. (Barber 2013, Das 2013)

Tanzania, 2013: President Kikwete formally invited PEMANDU to facilitate workshops in Tanzania and help run Big Results Now! with delivery labs and Units to solve problems and maintain accountability in 6 sectors. (BRN Report 2013, Todd 2017)

The science of delivery

There is a wider literature on policy implementation and effectiveness of delivery:

- Academic interest in implementation and the link between policy expectations and policy results can be traced to initial studies in the 1970s.
- Evolving wider interest in ‘governance’ in early 2000s, including in principal/agent models, game theory, psychology literature.
- Application to service delivery in developing country contexts in World Bank WDR on service delivery in 2004 and related literature.
- More recent focus on systems in education in global research projects sponsored by donors (UK–RISE, WorldBank–SABER,



Conditions for success and common challenges

Initial review of literature on lessons learned from past cases emphasizes:

- **Conditions for success of delivery approach program** – Strong committed leader, tightly refined remit, nimble data systems and several data sources, conscious relationship building between government staff and delivery unit staff, regular and transparent public communications.
- **Common challenges** – imbalance between prioritization and trying to resolve broad systemic issues (Chile, Jordan, Canada), leader loses interest or transitions of power (Australia, India, Brazil, Tanzania), tension between government staff and delivery staff (CitiStat program in US), too many priorities, political transitions, or inability of the leader to manage the politics of implementation, weak performance management and accountability structures
- **Challenges related to international pressure** – commodified approach without sufficient attention to local context of public service values, leadership style, institutional patterns. Donors undermine the political leaders' ownership by pushing certain development priorities.

References: Todd and Attfield 2017, World Bank 2017, Harrison 2016, Hymowitz 2016, Egana and Chateu, 2011, Harrison 2016, Barber 2008, Shostak et al. 2014, IADB 2014, Iyer 2011, Gold 2017, Matheson and Hoole 2008, Behn 2006, Pritchett 2013, Bitar 2013

4. Financing Transformation

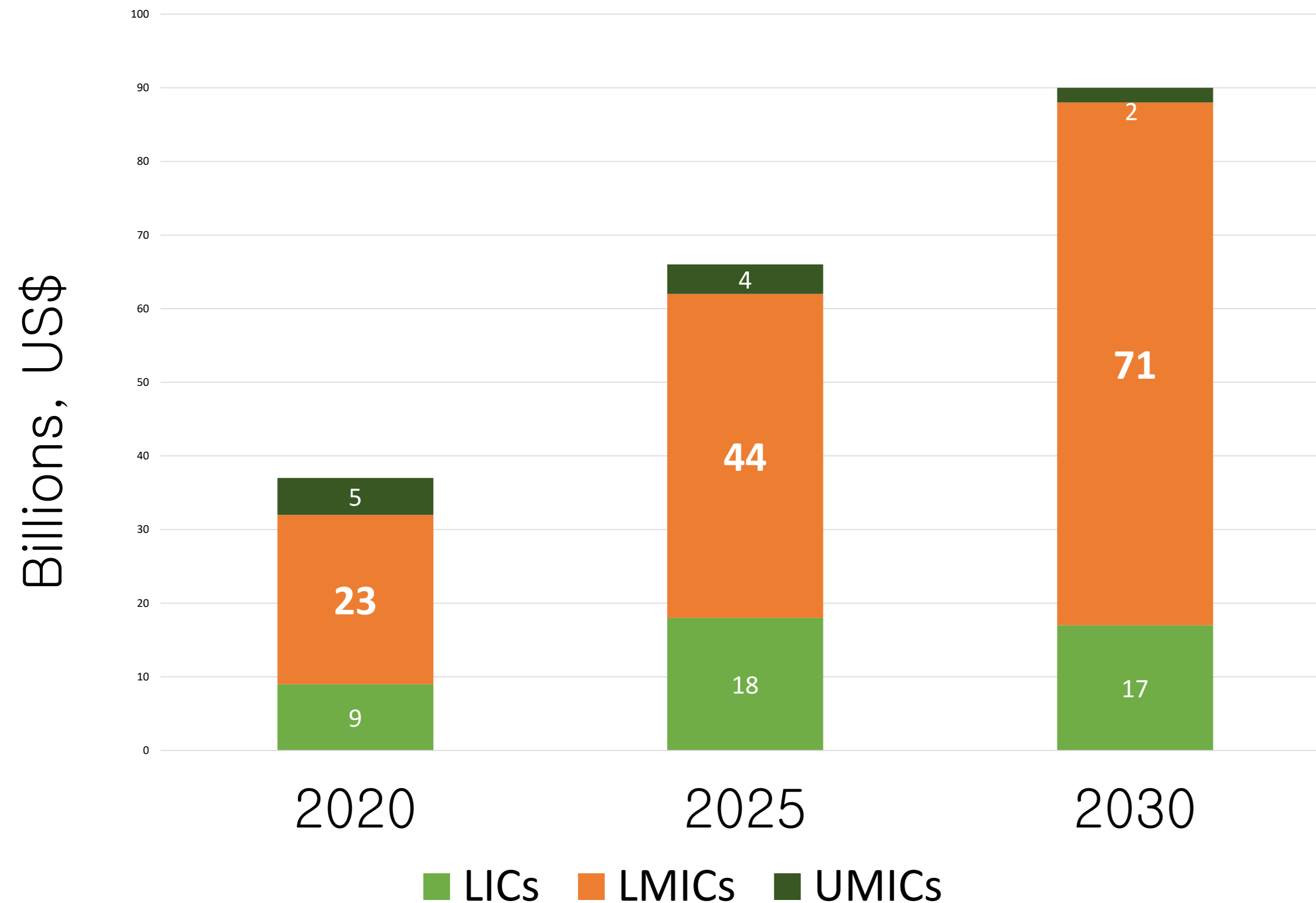


Financing SDG 4 in LICs and MICs

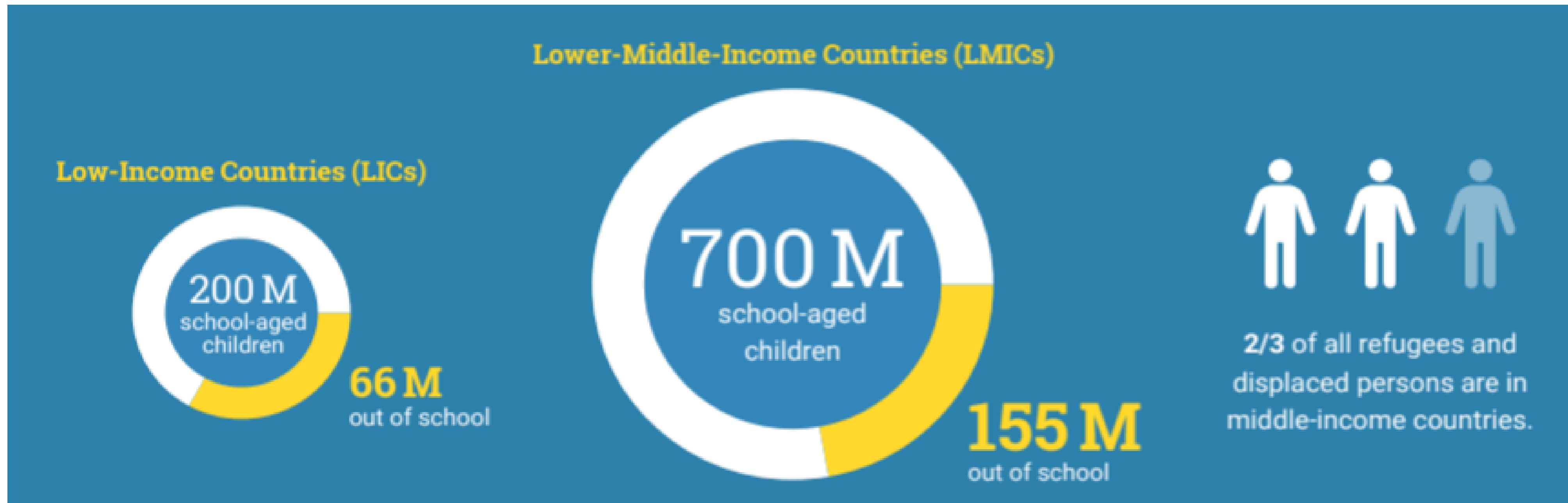
- Increase total investment from \$1.2 to 3 trillion; from 6% to 8.5% of GDP in total
- Increase domestic public spending from 4% to 5.8%
- Household spending levels declining to 1%, and focused on higher levels of education
- Financing gap increases from \$16 billion to about \$90 billion in 2030. This is what is needed from external sources

The financing gap in LMICs is large & growing

Financing Gap for Education



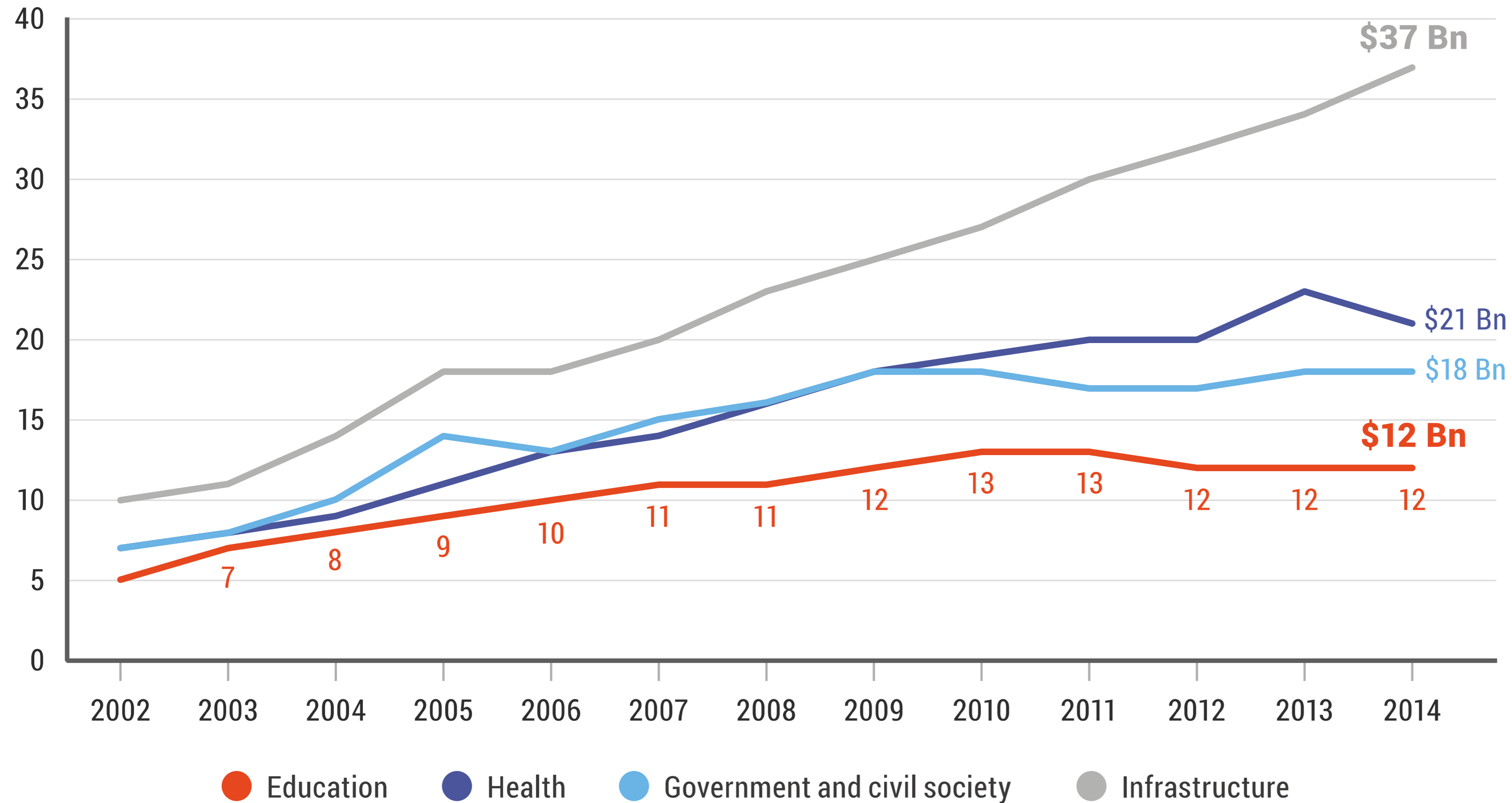
The largest number of children are in LMICs



- LMICs are home to the largest number of out-of-school children, refugees and children not learning
- More than 550 million children in lower-middle-income are not reaching secondary learning benchmarks, compared to 180 in low-income countries.

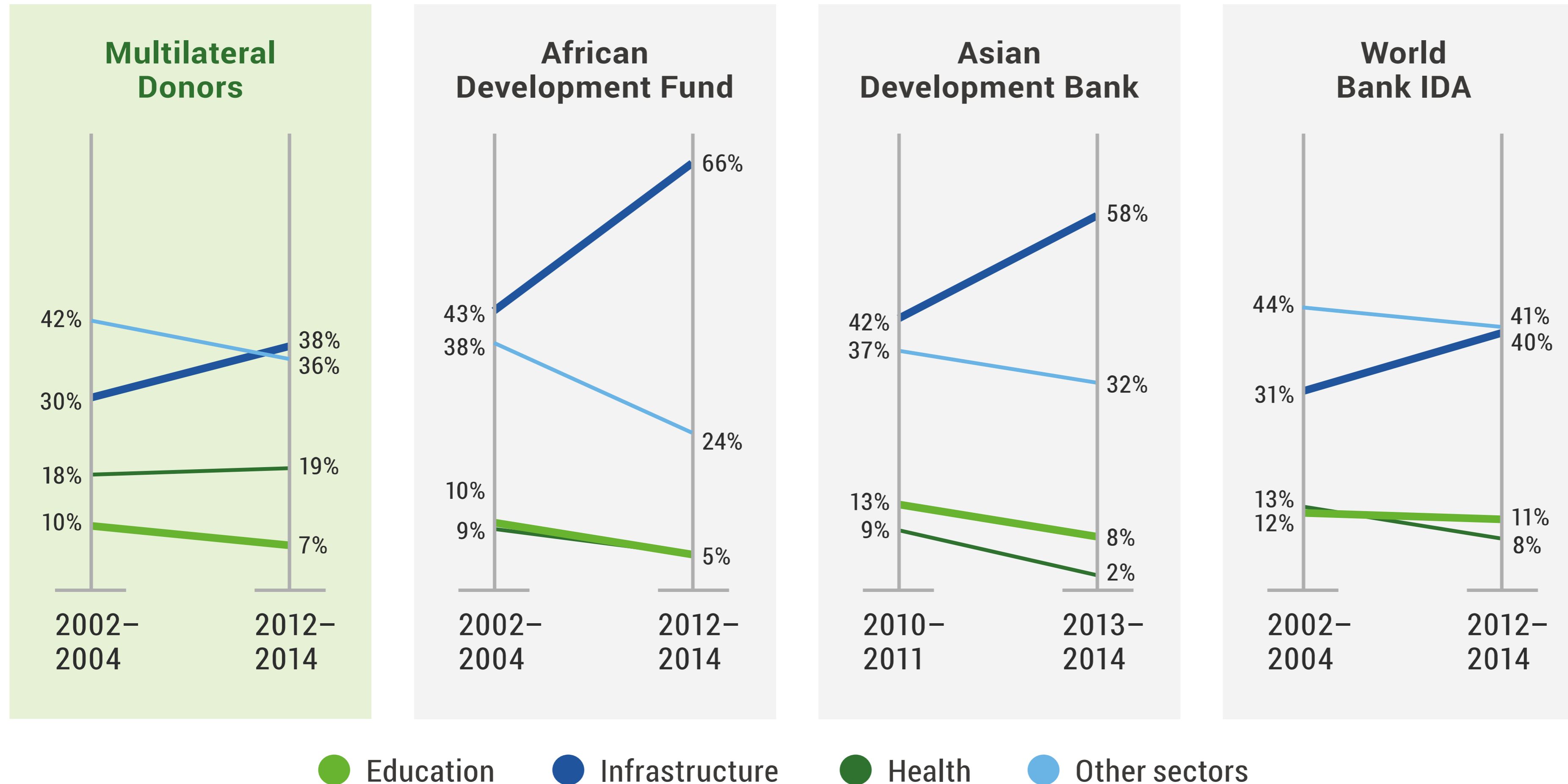
Yet, international support for education is stagnating

US\$ Billions (2014 constant prices)



Source: Education Commission analysis based on OECD-DAC (2016). Note: Includes only sector-allocable direct aid, with no sectoral attribution of budget support.

Multilateral Dev. Banks focus less on education



Source: Education Commission analysis (2016) based on data from OECD-DAC (2016). Note: The Asian Development Bank lacks earlier data. World Bank internal data differs slightly from OECD-DAC data and suggests an increase in the education share over time, but the current share is estimated at roughly the same level: at 10 percent of total lending.

This is creating a missing middle in LMICs

As LMICs lose access to bilateral aid, tax revenues are not able to increase rapidly enough to compensate for the loss in external finance. This affects countries' investment in education.

Alternative sources of finance are inadequate. LMICs receive \$1.7 billion in financing from MDBs compared to an estimated financing gap of \$23 billion by 2020.

Funding is concentrated. Four countries in South Asia accounted for just over \$1 billion – or nearly one third – of total disbursements across all regions.

International Finance Facility for Education (IFFEd)

IFFEd is an innovative financing instrument that will increase the capacity of the Multilateral Development Banks (MDBs) to support education in lower–middle–income countries (LMICs).

IFFEd will support MDBs:

- (1) to provide additional financing for education to client countries;
- (2) to make the terms of financing for education more favorable.

IFFEd is a collaboration between World Bank, ADB, AFDB and IADB. It will work through the MDBs. All procedures will be the same. No new actor will interact with the government.

IFFED will become operational in 2020.



IFFEd will multiply scarce donor resources

As a result, IFFEd generates new funding for education that is predictable, cost-effective, and reaches more children than traditional aid.

Traditional aid for education



International Finance Facility for Education

The Facility generates more money for education investment



BENEFITING

Guarantees



Grants



BENEFITING

Eligible countries

IFFEd funding will be made available to all lower-middle-income countries (LMICs) that have access to the non-concessional financing windows of the MDBs. Currently, this includes 40 countries, with an additional 18 countries anticipated to reach LMIC status by 2030.

Angola	India	Papua New Guinea
Bangladesh	Indonesia	Philippines
Bhutan	Kenya	Solomon Islands
Bolivia	Kosovo	Sri Lanka
Cabo Verde	Kyrgyz Republic	Swaziland
Cambodia	Lao PDR	Timor-Leste
Cameroon	Lesotho	Tunisia
Congo, Rep.	Moldova	Ukraine
Cote d'Ivoire	Mongolia	Uzbekistan
Egypt	Morocco	Vanuatu
El Salvador	Myanmar	Vietnam
Georgia	Nicaragua	Zambia
Ghana	Nigeria	
Honduras	Pakistan	



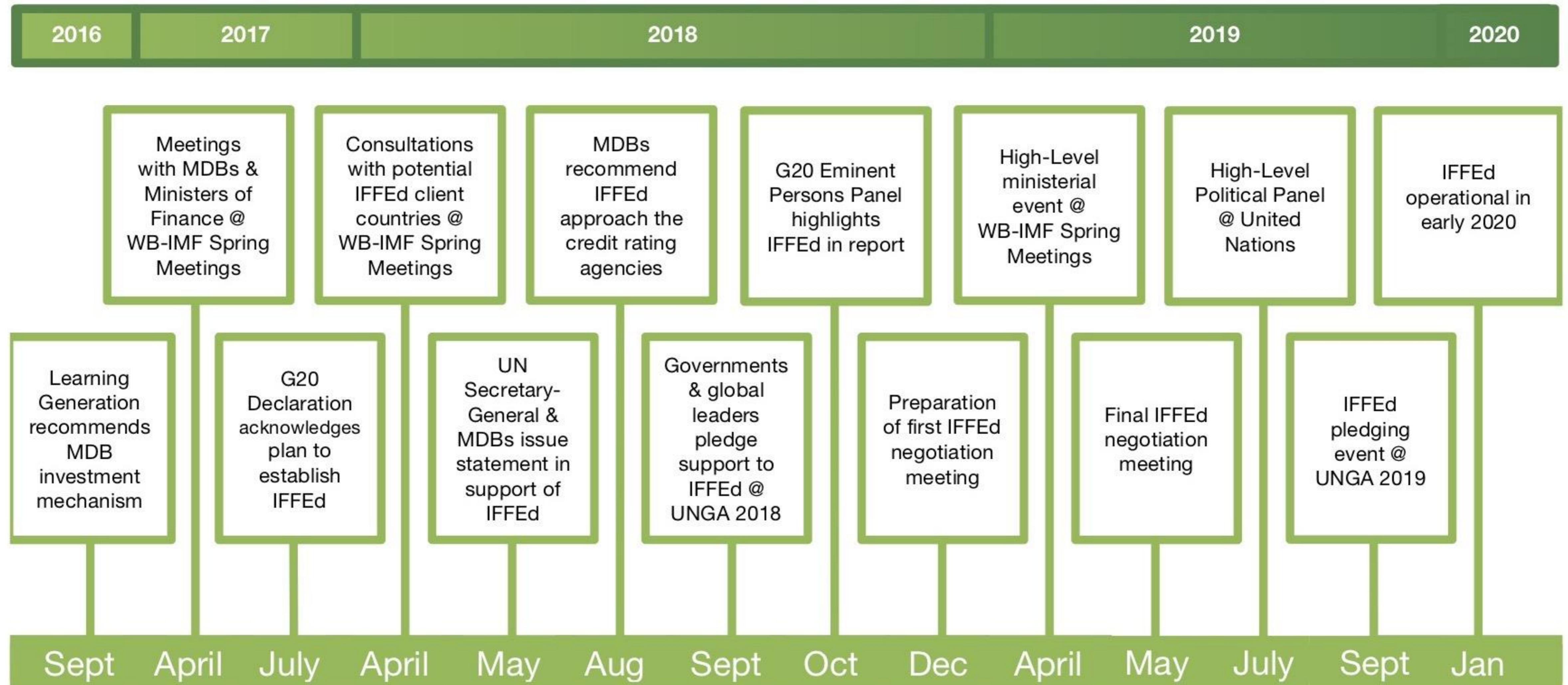
IFFEd will promote additionality and results through MDBs

Governments will lead in determining educational priorities and how to deliver education aligned with SDG 4.

A country's eligibility for IFFEd financing is determined by four criteria



The result of a rigorous design process



Support for IFFEd is strong

IFFEd has been recognized and publicly supported by key international organizations and countries, including:

- United Nations Secretary–General, António Guterres
- The World Bank
- African Development Bank
- Asian Development Bank
- Inter–American Development Bank
- G20 Group of Eminent Persons
- Recipient countries
- Bilateral donors
- Private sector



Korea could be a great partner

Korea is one of the best examples of how education can be the engine for growth and prosperity.

IFFEd would give Korea great visibility in the international arena for education. It will allow its experience to be shared but also to learn from innovations in other countries through the IFFEd platform.

IFFEd will support many projects in the Southeast Asia region and is fully aligned with the government's New Southern Policy.

Korea already is a strong partner in the Multilateral Development Banks and IFFEd could support broader Korea-MDB cooperation.

It could bring an Asian identity to the Facility..

Part 3

The Learning Generation Institute



The opportunity

These transformations are all possible, yet they are not happening fast enough. Political, financial and psychological inertia, and vested interests are major barriers to progress.

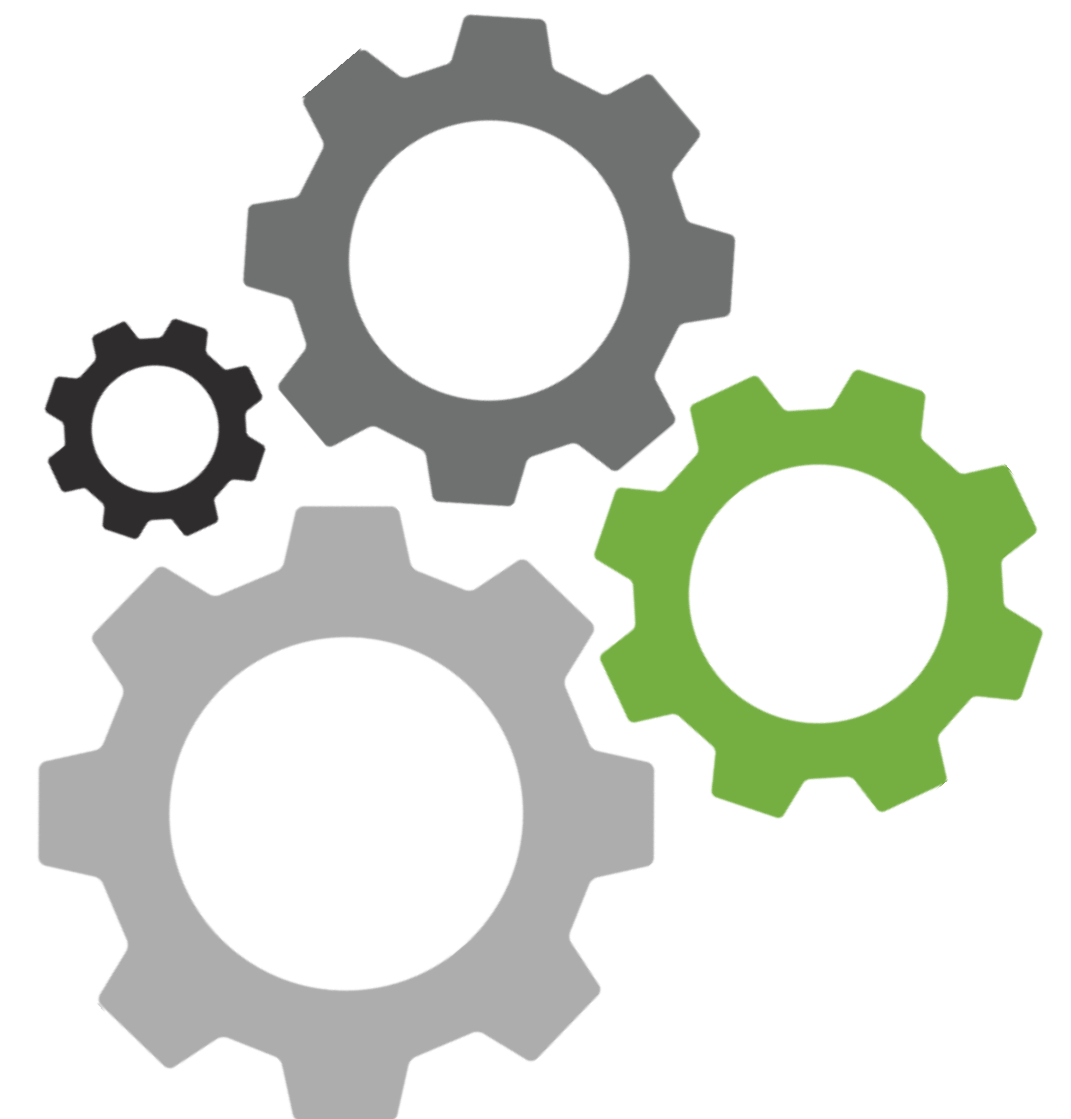
A successful strategy must overcome these obstacles with self-reinforcing changes that snowball into non-incremental, systemic transformations.

Turning ideas into action

The Commission is establishing a global “research-into-action” institute to design, incubate and test new ideas for change in education, and then build political and financial support to turn them into implementable solutions.

The proposal stems from a deep concern that the current analytical architecture is not at the scale required. We lack an ongoing, well-organized, two-way conversation between practical work on the ground and analytical work at the national, regional, and global levels.

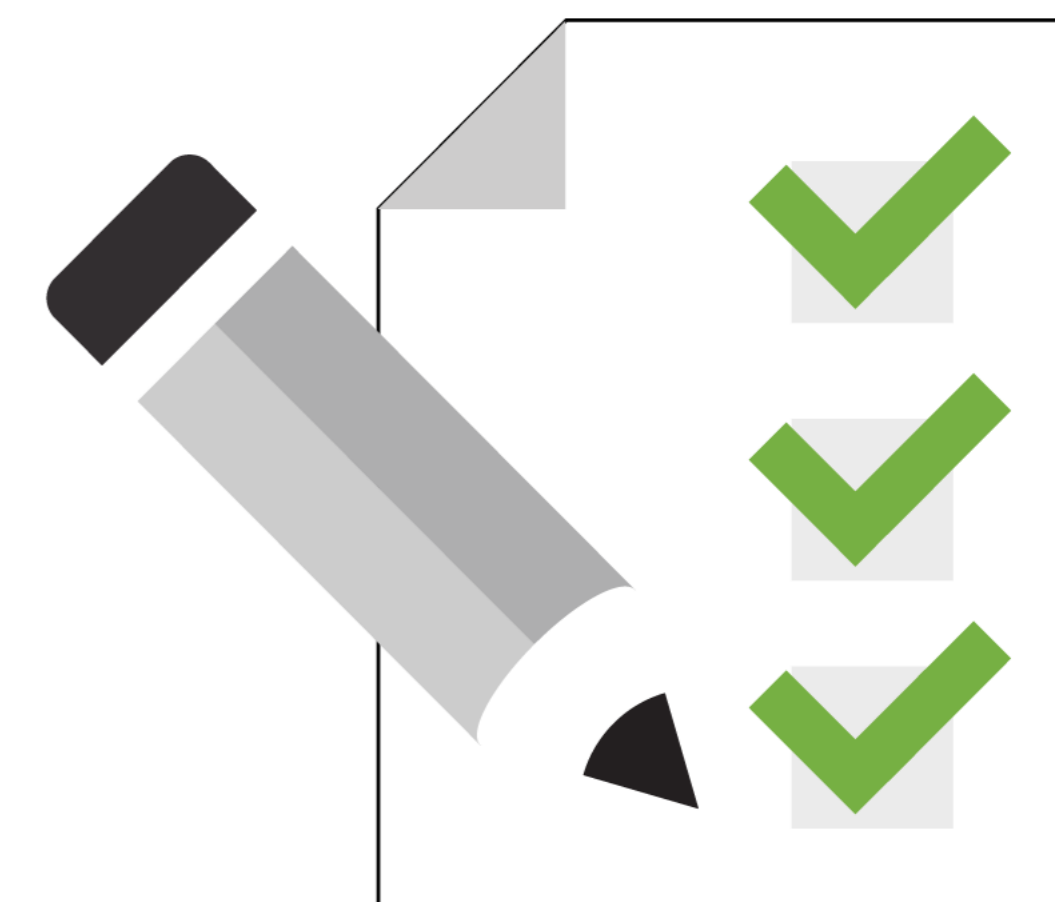
We would focus on how large-scale transformation can be achieved over the next decade – *by developing* a pipeline of new ideas that draws upon the latest analysis and combines international experience with local initiative, and *implementing* through ongoing engagement with political, educational, and financial leaders in partnerships with other organizations.



Key elements needed for change

Turning big ideas from concepts to implementation is more likely following a “research into action” approach including:

- **Credible analytical rigor** – bringing the best global and local knowledge, communicated in a compelling decision–relevant manner;
- **On–the–ground engagement in policy and program design** – drawing upon credible analysis, coupled with deep “stick–with–it” engagement with decision–makers at national and global levels;
- **Convening and mobilizing “champions”** – helping to create the political context for reform and drive forward a compelling narrative;
- **Linking with those who make financing decisions and engagement with decision making processes** – reducing barriers and enabling smooth translation of ideas into investment.



Other sectors have done it

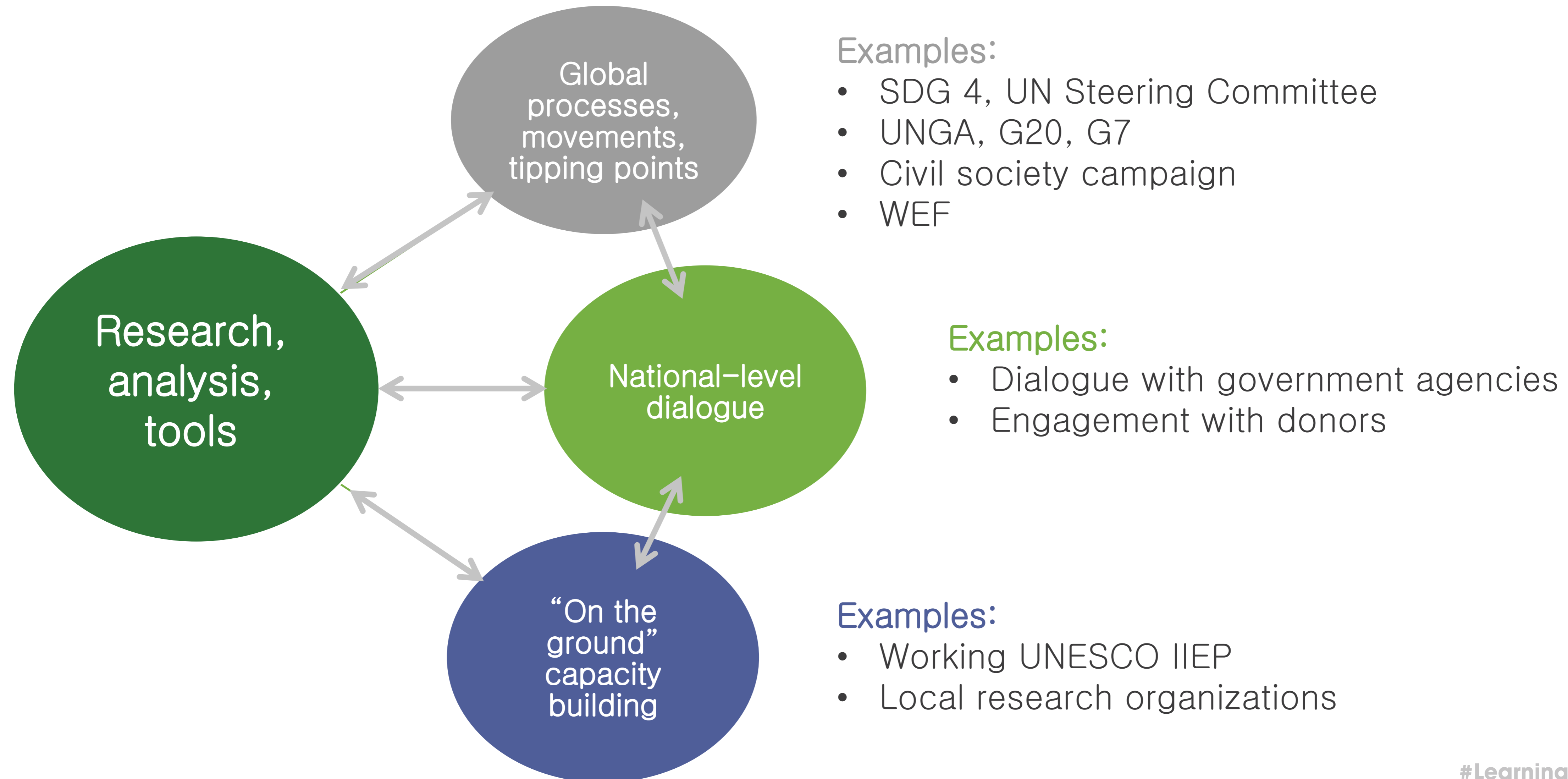


Unlike the health and environment sectors, global education benefits from some of these elements but **not in an integrated manner, nor at any significant scale.**

Excellent research is undertaken at some universities, but often with limited on-the-ground engagement with policymakers and often too limited in scale. Some think tanks are doing high quality work on international education, but generally at a small scale and lacking the combination of global reach and on-the-ground presence in developing countries.

In environment, for example, several “think and do tanks” have offices in multiple countries, several hundred staff each, individual budgets of tens of millions of dollars per year, and active programs of political and financial engagement facilitated by high-level boards of directors and advisers. This has greatly helped **delivering large scale impact.**

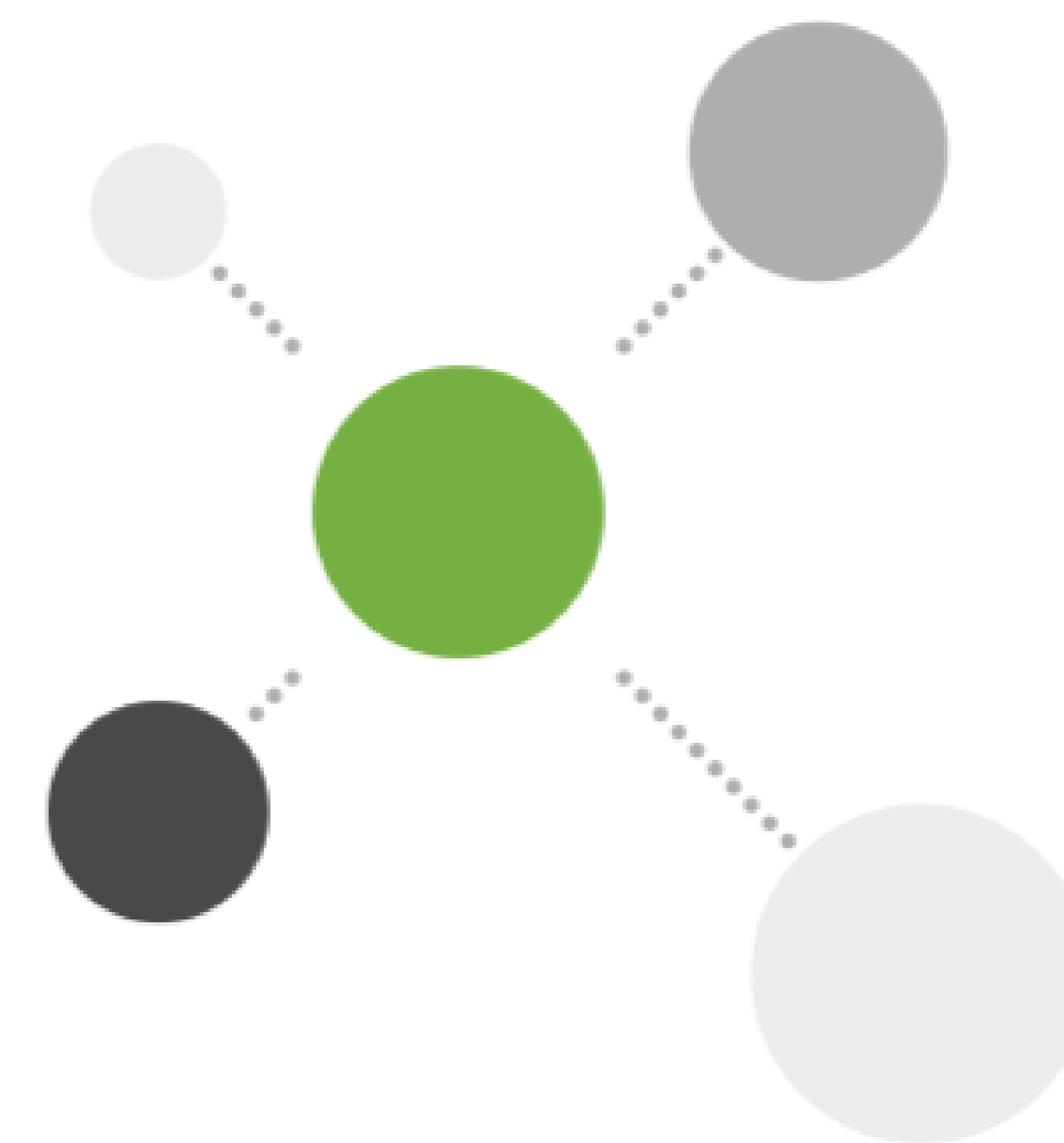
Research-into-action: Adaptive & Iterative



Creating a network and ecosystem

Within a few years, **five hubs – one each in Asia, Africa, USA, Europe, and Latin America – could be set up.** Each would have their own priorities, with those in developing countries focusing much more on practical application, which in turn would contribute to global knowledge creation – a key goal for the entire network.

An important element of the institute's success will lie in the **long-term partnerships and ecosystem** it is able to develop to harness the best knowledge, mobilize champions, and link with financing processes at global and local levels. It would support a network of institutions around the world, where researchers work in partnership with ministries of education and other stakeholders to use data and research to reach the SDG 4 goals.



Thank You..

Photo: ADB

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